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ABSTRACT

Designed to be used for planning, developing and evaluating media programs that will support the competency based curriculum delineated in North Carolina's Teacher Handbook, this third edition of Media Program Recommendations contains guidelines and criteria for the school and system-level media services and resources that are essential for quality education. An overview of the school media program covers the teaching of information skills and the management and evaluation of the school media program; a management tool form for timeliness and planning is included. Recommendations also present the specifics of the personnel, budgeting, resources, facilities, and system-level services essential to a quality media program. Quantitative guidelines are included to enable North Carolina schools to develop short-range and long-range goals. Additional guidelines, check lists, and evaluation instruments are appended, and a subject index is provided. (DJR)

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FOREWORD

Society is experiencing a technological revolution in the storage, retrieval, and dissemination of information. The proliferation of information and the sophisticated technologies essential to access and utilize that information mandate that educators prepare students to master these new technologies and communicate effectively in today's constantly changing environment. The school media program is the information skill-developing segment of the school's total curriculum designed to make students proficient in this area.

This revised edition of MEDIA PROGRAM RECOMMENDATIONS: INDIVIDUAL SCHOOL/ ADMINISTRATIVE UNIT, approved in 1981 by the State Board of Education, should be used for planning, developing, and evaluating media programs to serve instructional needs of students and teachers. Information in this publication supports North Carolina's TEACHER HANDBOOK, a competency-based curriculum, and can be used in every subject area to strengthen instruction throughout the school. Local education agencies and individual schools using these recommendations can build strong, effective media programs. Staff members in the Educational Media and Technology Services Area of the State Department of Public Instruction are available to assist educators as they implement the recommendations.

For successful implementation of any component of the overall school curriculum, it is imperative that support at all levels of administration be committed. The development of a school media program that integrates the appropriate resources and technologies into the ongoing instructional program requires supportive local boards of education, innovative school administrators and conscientious media personnel working cooperatively to build the media program and thereby improve public education in general for the children of North Carolina.

A. Craig Phillips
State Superintendent of Public Instruction

First Edition, November 1975; Second Edition, June 1981; Third Edition, August 1986

INTRODUCTION

This revised edition of MEDIA PROGRAM RECOMMENDATIONS: INDIVIDUAL SCHOOL/ ADMINISTRATIVE UNIT contains guidelines and criteria for school and system-level media programs designed to provide students and teachers with media services and resources essential for quality education. The application of these recommendations by educators will upgrade the quality of media programs and, thereby, enrich the educational experiences of students and improve teaching and learning.

These recommendations also delineate the specifics of personnel, budget, resources, facilities and system-level services essential to a quality media program. Quantitative guidelines are included to enable North Carolina schools to develop short-range and long-range goals.

This document offers, through text and APPENDIX information, guidelines for ensuring an exemplary media program. Local Education Agencies are encouraged to refer to these recommendations as they design step-by-step policies and procedures manuals.

SPECIAL ACKNOWLEDGMENT

This revised MEDIA PROGRAM RECOMMENDATIONS: INDIVIDUAL SCHOOL/ADMINISTRATIVE UNIT, originally published in 1975, represents the collective work of many individuals from the public schools of North Carolina. Special appreciation and thanks are offered to the following persons for their enthusiastic participation in this revision.

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Their dedication to this effort measures the extent to which the recommendations represent a consensus regarding the importance of school media programs and the directions in which these programs should move.

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PROGRAM

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equipment • materials •
organization • collectio
collection • apply • li
evaluate • find inform
find information • r
research • literary
production • info
self-directed lea
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Program

The school library/media program is designed to support the educational goals of a school, and to serve all students and teachers. Its two main functions are:

- *to teach information skills within the framework of the school's curriculum*
- *to provide materials and services that support the instructional program*

The school library/media program is designed to assist students in locating, evaluating, and using information, so that they may function more effectively as individuals and participate successfully in society. Quality media programs serve students by:

- providing a well-chosen collection of media appropriate to different levels of maturity, ability, and interests
- providing guidance in the location, selection, evaluation, and use of these resources
- contributing to the development of reading, viewing, listening, evaluating, and communicating skills
- teaching students techniques for fully using the resources within the school's own media collection, as well as locating and properly using information sources outside the school

An effective school media program depends upon the support of the school board, the superintendent, the school principal, and requires a mutually supportive partnership between teachers and media personnel. Teachers, as members of this instructional team, inform media coordinators about curricula, content, and assignments. Teachers also participate in the planning of information skills instruction, evaluating learning resources, motivating students towards media use and implementing the media program within the context of curricular areas. A learner-centered approach to instruction focuses attention on the school media center as the main instructional force which supports, complements, and expands classroom learning.

OVERVIEW OF SCHOOL MEDIA PROGRAM

- *Information Skills Instruction* is the core of the school library/media program. Its primary purpose is to help students develop the thinking skills that will equip them not only to locate, but also evaluate and use, information effectively, thereby becoming "information-literate."

- *Resources* are the instructional materials and equipment used by students and teachers to gather information, thereby increasing the effectiveness of teaching and learning in all curricular areas.

- *Personnel* implement all aspects of the media program, participate in curriculum development, and perform any other duties affecting the total instructional program.

- *Budget* encompasses the monetary resources essential to implement all components of the media program, and is critical to the effectiveness of the program.

- *Facilities* provide the environment for, and enhance the use of, a majority of the resources and services available through the media program.

I. TEACHING INFORMATION SKILLS

Information skills instruction is basic to a comprehensive, unified school media program. Students seldom remember all the information they learn in school and often are not able to recall that information later when they need it. It is imperative, therefore, that students develop skills enabling them to locate, assimilate, and apply information in order to meet their daily needs both now and in the future. The ultimate goal of all information skills instruction is to help students become independent users of all types of resources, and to enhance their appreciation of mankind's recorded knowledge.

SEQUENTIAL DEVELOPMENT OF INFORMATION SKILLS

Students learn and develop at varying rates, depending on background, abilities, needs, and interests. Few students acquire skills through one brief exposure; therefore, continued reinforcement of skills previously taught, coupled with the progressive introduction of new skills, increases the students' abilities to use all types of media resources independently.

The term "INFORMATION SKILLS" encompasses more than "library skills" (how to use the library) or even "research and study skills" (how to locate and use materials for a specific class assignment). It assumes a total school commitment which assists students in developing life-long skills necessary for purposeful inquiry and informed decision making.

Information skills are taught as an integral part of the curriculum; therefore, it is the joint responsibility of teachers and media personnel, working together as an instructional team, to ensure that each student develops media skills in conjunction with other subjects. Moreover, the instructional team should constantly plan and strive to provide appropriate facilities, equipment, and materials to ensure strong, sequentially developed information skills instruction throughout Grades K-12.

Literary enrichment is an essential part of effective information skills instruction. Carefully planned literary enrichment activities provide students with experiences enabling them to understand themselves and the world around them, and afford them a basis for developing their own values and standards. Activities concentrating on the humanities, and on mankind's accomplishments, are vital to literary enrichment. These activities should begin in kindergarten and continue throughout every grade, ensuring that all students develop skills in appreciation. Literary enrichment can be achieved through the use of a variety of media formats.

THE NORTH CAROLINA EDUCATION PROGRAM

In North Carolina, all instructional programs are identified in three state documents:

- BASIC EDUCATION PROGRAM
- STANDARD COURSE OF STUDY
- TEACHER HANDBOOK

The *Information Skills Program* is identified in these documents as "Library/Media/and Computer Skills." This program is not simply a list of topics to be covered at one specific time in the K-12 curriculum. Rather, it establishes clearly defined skills (locational, inquiry/investigation, reporting, literature appreciation, reading guidance, and computer awareness). The student's introduction to the media center initiates the program which continues consistently through a sequential plan, from kindergarten through the twelfth grade.

As students advance from grade to grade, the information resources introduced become more specialized, and the depth of skills instruction increases. Realizing that few information skills can be acquired through one brief exposure, emphasis is placed on constant reinforcement (practice) of skills previously introduced and taught. Continuous review, reinforcement, and expansion of these skills improve a student's ability to independently use all types of information resources--the goal of an information skills program.

The documents listed above should be used by media personnel to develop Information Skills Scope and Sequence/Curriculum Guides at the local level. Furthermore, because of constant change in the world of information, programs developed to teach information skills must reflect these changes through continuous revision.

INFORMATION SKILLS COMPETENCIES*

The skills outlined below should serve as a basis for identifying desired learning outcomes. They are:

- orientation and organization--the learner will demonstrate a working knowledge of the media center's organization, and of the procedures required to use the center and its collections
- selection and utilization--the learner will select and use materials and equipment appropriate to personal needs and classroom assignments
- comprehension and application--the learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere
- production and presentation--the learner will design, produce, and/or select a variety of media formats to present information
- enrichment--the learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation
- computer awareness--the learner will demonstrate an understanding of computers, their operation, and their possible application to solving relevant problems

GRADES K-3*

Major Emphases

In the primary grades, students are exposed to a variety of activities in the library/media program under the guidance and close supervision of both the media and instructional staff. Emphasis is given to the formation of good study habits, and the acquisition of skills that will influence the students' learning experiences throughout life.

As a result of their experience in the K-3 years, students will:

1. Be familiar with the library/media center and its staff, and be able to assist with simple, routine tasks.
2. Understand fundamental library/media terminology.
3. Choose, borrow, use, and return materials and equipment to the center.
4. Use basic communication skills for information and for enjoyment.

* Identified in N. C. STANDARD COURSE OF STUDY and TEACHER HANDBOOK.

5. Enjoy various forms of literature--e.g., nursery rhymes, fairy tales, and other literary experiences offered in the media program.

6. Exhibit respect for school property and the rights of others.

GRADES 4-6*

Major Emphases

At the intermediate level, previously acquired library/media skills are reviewed and reinforced. Emphasis is given to developing new competencies in the use of materials and equipment and to producing simple audiovisual materials. Opportunities are provided for more independent and small-group activities.

As a result of experiences provided by the library/media program in the intermediate grades, students will:

1. Possess additional skills in using the library/media center and its resources, thereby facilitating learning.

2. Use a greater variety of more sophisticated materials and equipment.

3. Understand and accurately use basic library/media vocabulary.

4. Demonstrate increased competence in working independently and creatively, especially in preparing assignments in the content areas.

5. Use more complex reference tools and other resources and use the card catalog as an index to the media collection.

6. Recognize diverse literary forms and their special characteristics.

7. Continue to grow in enjoyment and appreciation of literature through reading widely.

8. Understand and apply simple production techniques.

9. Show a willingness to assist the library/media staff with responsible tasks.

10. Recognize the potential for personal pleasure and development available through the use of media.

* Identified in N. C. STANDARD COURSE OF STUDY and TEACHER HANDBOOK.

GRADES 7-8*

Major Emphases

At the middle/junior high school level, major emphasis is placed on evaluation and reinforcement of students' proficiency in previously taught skills and on remedial work to eliminate deficiences. Particular emphasis is given to developing new competencies in using special reference sources and to skills in production techniques employing more sophisticated equipment. Planned activities also provide skill in identifying propaganda or biased treatment in materials.

As a result of experiences provided in the program, students will be able to:

1. Apply increased competencies in using more sophisticated materials and equipment in daily learning activities related to various academic disciplines and occupational explorations.
2. Use more specialized library/media terminology.
3. Manage essential research tools independently.
4. Credit sources of information and appreciate intellectual honesty.
5. Produce, with available equipment, a more diverse range of media.
6. Exercise good judgment in choosing authentic, reliable materials.
7. Appreciate wider ranges and genres of literature.
8. Participate in library/media and other clubs acquainting them with career opportunities.
9. Display respect for the property of others.
10. Pursue personal interests and inquiries in a variety of resources and formats available in the library/media center.

* Identified in N. C. STANDARD COURSE OF STUDY and TEACHER HANDBOOK.

GRADES 9-12*

Major Emphases

At the high school level, all library/media skills taught in previous years should be mastered by students, and advanced research skills using specialized reference tools should be acquired. Emphasis is given to acquiring skills in inquiry, analysis, organization, critical thinking, and problem-solving, using all forms of media at the students' disposal. Special emphasis is given to applying these skills in strengthening students' abilities to achieve academically or to function successfully in vocational pursuits.

As a result of experiences provided in the high school media program, students will be able to:

1. Acquire and assimilate all types of information in their total learning experience, thereby enhancing their ability to function as knowledgeable, informed, productive citizens.

2. Use specialized reference sources to aid critical analysis.

3. Demonstrate intellectual integrity in accurately acknowledging and documenting ideas and information gained from other sources.

4. Produce more sophisticated audiovisual materials.

5. Appreciate the unique properties and contributions of a wide range of information sources.

6. Read discriminatingly for information and for pleasure.

7. Continue to use all types of libraries and other resources to identify and locate information necessary in their daily lives.

8. Use and enjoy diversified media for personal growth and recreation.

* Identified in N. C. STANDARD COURSE OF STUDY and TEACHER HANDBOOK.

II. MANAGING THE SCHOOL MEDIA PROGRAM

In addition to teaching information skills, the media staff offers a program of services that supports instruction in all areas of the curriculum.

Some examples of services include:

- assisting teachers in developing instructional units
- developing schedules for easy access
- coordinating access to resources within and outside the school
- recording/playing back STV programs
- providing technical assistance in materials production
- providing individual assistance in the use of newer technologies such as computers

In order to provide such a wide variety of services, the media coordinator must follow careful management strategies.

MANAGING THE COLLECTION

Maintaining an up-to-date, balanced collection requires a substantial portion of the media professional's time and energy. Tasks include:

- collection analysis
- selection
- acquisition
- cataloging/processing
- circulation
- repairing/rebinding
- weeding

MANAGING PUBLIC RELATIONS

The most important element in the success of any media program is the *image* of the media professional. Personal effectiveness skills combined, with professional knowledge and expertise, project the positive image which *opens the door* to successful interaction with students, teachers, administrators, and others.

The image of the media program and staff can exert positive influence and gain support from the school board, superintendent, principal, school patrons, and the community. More than one factor influences the school's and public's perception of the value of the media program:

- personal contacts with the program and staff
- information received from others
- observable performance of the media staff

These influences also affect the way in which students, teachers, and others use and respond to the media center's collection and services.

Many times the school's media center is insufficiently used because students and faculty are unaware of its resources and services. An aggressive marketing campaign can heighten awareness, thus improving both image and use.

MANAGING SCHEDULES

Teachers and students should have the opportunity to use the media center and its resources as the need arises. Students can use the center and its resources as individuals or in small or large groups. While individual use is certainly encouraged, the teacher's presence and active involvement while classes are in the media center will serve as a positive example to students of the value of "search and inquiry." Because of the positive impact of teacher/media coordinator participation, continual involvement by both is strongly recommended.

The schedule is the key to ready access to the media center and its resources. The more flexibility built into a schedule, the better it can serve the needs of teachers, students, and the media program. An effective media center schedule accomplishes the following:

1. Frees *media personnel* to aid individuals, small groups, and entire classrooms according to their needs and instructional planning, and provides time for collection development (i.e., acquisition, processing, cataloging, selection, weeding, etc.).

2. Encourages full use of *resources*.

3. Promotes the use of the media center as an *integral* part of the school's instructional program.

4. Assures that media personnel are accepted by the teaching staff as invaluable members of the instructional team, aiding teachers in meeting the individual needs of students, matching resources with requirements, and effectively interfacing media and classroom assignments.

MANAGING SKILLS INTEGRATION

Planning for the effective use of media center resources becomes even more important, since the STANDARD COURSE OF STUDY contains the curriculum approved for the public schools of North Carolina and takes precedence over textbooks. Face-to-face communication and cooperative planning by teacher and media coordinator are necessary for effective integration of information skills into classroom instruction.

The media coordinator must be aware of what is being taught in the classroom. The TIMELINE is an excellent tool for facilitating communication about classroom assignments and activities. Teachers use the TIMELINE to record the curricular unit(s) being taught over a specific time period, and the media coordinator uses it for assembling resource materials, and for planning integrated media skills units. (See sample TIMELINE and PLANNING WITH TEACHERS FORM at the end of the PROGRAM section.)

Media Center Automation/Management

Interest from administrators and media coordinators in automating many of the administrative activities in the media center has increased in recent years. A computer can be a very helpful media center management tool because it can organize and simplify many routine tasks and eliminate time-consuming, repetitive ones. It frees the media coordinator to devote attention to the development and expansion of the media center services.

Media automation includes many benefits:

- time savings from the ordering, cataloging and processing, and circulation procedures (especially the handling of overdues)
- increased inventory control
- new data generated to aid media coordinators in the planning process
- modeling of computer literacy in the media center
- increased time for student skills instruction and for assisting the faculty with use of resources

(See GENERAL CHARACTERISTICS FOR QUALITY LIBRARY AUTOMATION SOFTWARE and LIBRARY/MEDIA CENTER APPLICATIONS: NECESSARY STEPS TO TAKE in the APPENDIX.)

Planning for automation is critical. Both short-range and long-range goals need to be considered to insure suitable applications, the best software and hardware, and effective implementation. Contemplate purchases which will permit future expansion and software with the flexibility to be used with other packages. Equipment considerations for the media center should include a machine with hard disk storage to hold a large amount of data, a printer, and telecommunications accessories.

The following activities are typical computer functions for media centers for which current software exists:

1. Management-Related Functions

- Budget - computer applications for planning and managing media center budgets
- Catalog Card Production and Processing - application program for the production of all catalog cards and labels needed for materials processing
- Community Resource/Information Files - organized data base with printed lists, file labels, and accesibility to these files

Consideration and Order Files - a data base of resources to be ordered, or on order, that is retrievable by author, title, subject, and vendor with the ability to calculate, debit, and list costs and accounts

- Correspondence and Public Relations - a word processing program with mailing functions and graphics programs for letters, brochures, school handbooks, and handouts

- Inventory of Equipment and Materials - a data base for lists of available resources: status, cost, use statistics, and location

- Periodicals Files - a data base for available resources including details of format, missing issues, and letters to vendors

- Scheduling - a data base for scheduling equipment, films, and speakers

2. Service-Oriented Functions

- Bibliographies - specialized lists of resources for students and faculty

- Circulation/Overdues - application programs designed to encompass total circulation requirements, including check-in and check-out procedures, preparing an annual inventory, and establishing effective overdue procedures, including overdue and late payment notices

- Media Booking - a data base for film/video bookings, schedules, lists, and use of film collections

- Online Access - programs for direct access via computer to the electronically-stored catalog of school media resources and/or to data base services

School and Public Library Cooperation

Cooperation between schools and the public library is mutually beneficial. Involving the public library in the school's instructional program may be accomplished by:

1. Keeping track of term papers and other large school assignments, and informing the public library in advance of such assignments. Keep the public library informed of curriculum changes. Plan joint strategies for dealing with mass assignments.

2. Exploring methods of providing longer hours of service in school media centers--especially important where there is little or no public library service.

3. Publicizing programs and activities in both the public library and school library/media center.

4. Supporting summer reading and other interesting and popular programs (visiting authors, exhibits, etc.).

5. Providing public librarians with classroom and summer reading lists.

6. Inviting public library personnel to participate in the school's instructional program.

Services for Exceptional Children

"The library is one place where the child may perform at his or her own academic level in an accepting and uncritical environment."

Ruth Velleman in
SERVING PHYSICALLY DISABLED PEOPLE: AN
INFORMATION HANDBOOK FOR ALL LIBRARIES

Since the passage by Congress in 1975 of Public Law 94-142, the Education for all Handicapped Children Act, one of the most natural places within the public school to mainstream handicapped youngsters is the school's media center. Because so many of the activities in the media center can be accomplished on an individual basis and because ability grouping is not stressed here, all children have the potential for success, each at his or her own ability level.

The challenge to the Media Coordinator, whether working with kindergarten children, high school seniors or anyone in between, is to make the acquisition of information skills relevant to a student's everyday life and experience. This is particularly important in working with children for whom learning is difficult for either physical or mental reasons. All children should be able to see a need for the information they are learning. Because of the physical and mental effort involved in a handicapped child's acquisition of knowledge, this relevance is particularly important.

GENERAL STRATEGIES FOR WORKING WITH HANDICAPPED CHILDREN WHO HAVE BEEN MAINSTREAMED INTO THE MEDIA CENTER

1. The message from the media center conveyed to all children should be: "You are welcome here; we're glad you came."

2. Establish routines for all children to follow and be consistent. Routine and consistency are real "security blankets" for handicapped children.

3. Offer instruction in several formats, e.g., write directions on the chalkboard, read them aloud, and allow a peer tutor to show another child.

4. Be willing to repeat directions several times without losing patience.

5. Allow students to work in small groups as often as possible, placing one handicapped child among several of her/his peers. Don't allow the handicapped youngsters to group themselves together if at all possible.

6. Whenever possible, allow the handicapped child to be a group leader.

7. Don't "baby" a handicapped child. Encourage her/him to do as many things for her/his self as possible.

8. Do not tolerate disruptive behavior from a handicapped child that would be unacceptable in another child.

9. Do not give too much information at one time. Having separate sheets of paper for separate activities or questions is less overwhelming to a handicapped child.

10. Allow children to see the similarities in people by helping them understand the differences. Use fiction and nonfiction books about handicaps with classes. (Check the book NOTES FROM A DIFFERENT DRUMMER by Barbara Baskin and Karen Harris for suggested titles.)

11. Continuity for handicapped children is particularly important. Refer to past lessons, future plans, homework assigned.

12. Use a game format whenever possible. This allows handicapped children to feel part of the group.

13. Handicapped youngsters often have trouble remembering procedures. Continue to remind children of check-out procedures, conduct expections, etc. throughout the year.

14. Give handicapped children a feeling of ownership in the media center. Allow them to help check out books, put up or take down bulletin boards, straighten tables and chairs.

15. Remember: Handicapped children are more similar to other children than they are different. In the media center, they will be like their normal peers, only slower.

16. Best allies are resource teachers who work with handicapped children all the time. Ask for suggestions and talk about strategies for working with particular children. KEEP THE LINES OF COMMUNICATION OPEN!

III. ASSESSMENT OF THE MEDIA PROGRAM

Assessment is a continuous process that determines the effectiveness of the school media program by relating its function to the needs of the overall instructional program, as well as to the personal and educational needs of the student body. Continuous assessment assures that media programs grow and change to meet the new demands of technological advances, modifications in instructional programs, and the new interests of today's student.

Effective assessment is on-going, involving not only the media staff, but students, the administration, faculty, and even outside consultants. Self-assessment is always advantageous, but the fresh views, unbiased opinions, and positive suggestions of others, both within and outside the school system, can be equally helpful. (See MEDIA PROGRAM ASSESSMENT INSTRUMENT in the APPENDIX.)

TIMELINES

Management Tool For The Entire School

Finding enough time to plan with classroom teachers during a busy school day has always posed a problem for the media coordinator who realizes that media skills instruction is more effective when correlated with classroom instructional activities.

In those schools which have sizable faculties, it is even more difficult to sit with each teacher long enough to get a feel for the curricular activities within the classroom.

In an attempt to facilitate communicating the greatest amount of information, in the shortest amount of time, to the largest number of people, the TIMELINE concept is being promoted by Carol Lewis and her School Media Program staff.

WHAT TO DO:

The principal (instructional leader in the school) should initiate the concept.

Each teacher completes a timeline in general terms for his/her subject area.

Timelines may be displayed on butcher paper, poster board, or 8 1/2" x 11" paper.

Timelines should be written in pencil so that changes can be made easily. The principal is in a position to put teachers at ease about making adjustments as needed.

Timelines should be posted in a prominent place for everyone to see -- e.g., the faculty lounge wall.

ADVANTAGES INCLUDE:

Principal (instructional leader) can quickly see how his teachers are implementing the school's curriculum.

Principal can quickly identify areas which need some adjustment- e.g., too many teachers teaching the same unit at the same time will put undue strain on a media collection not large enough to accommodate the demand.

Teachers may discover that others are doing the same or related studies. Sharing units or working together can reduce the workload for these teachers.

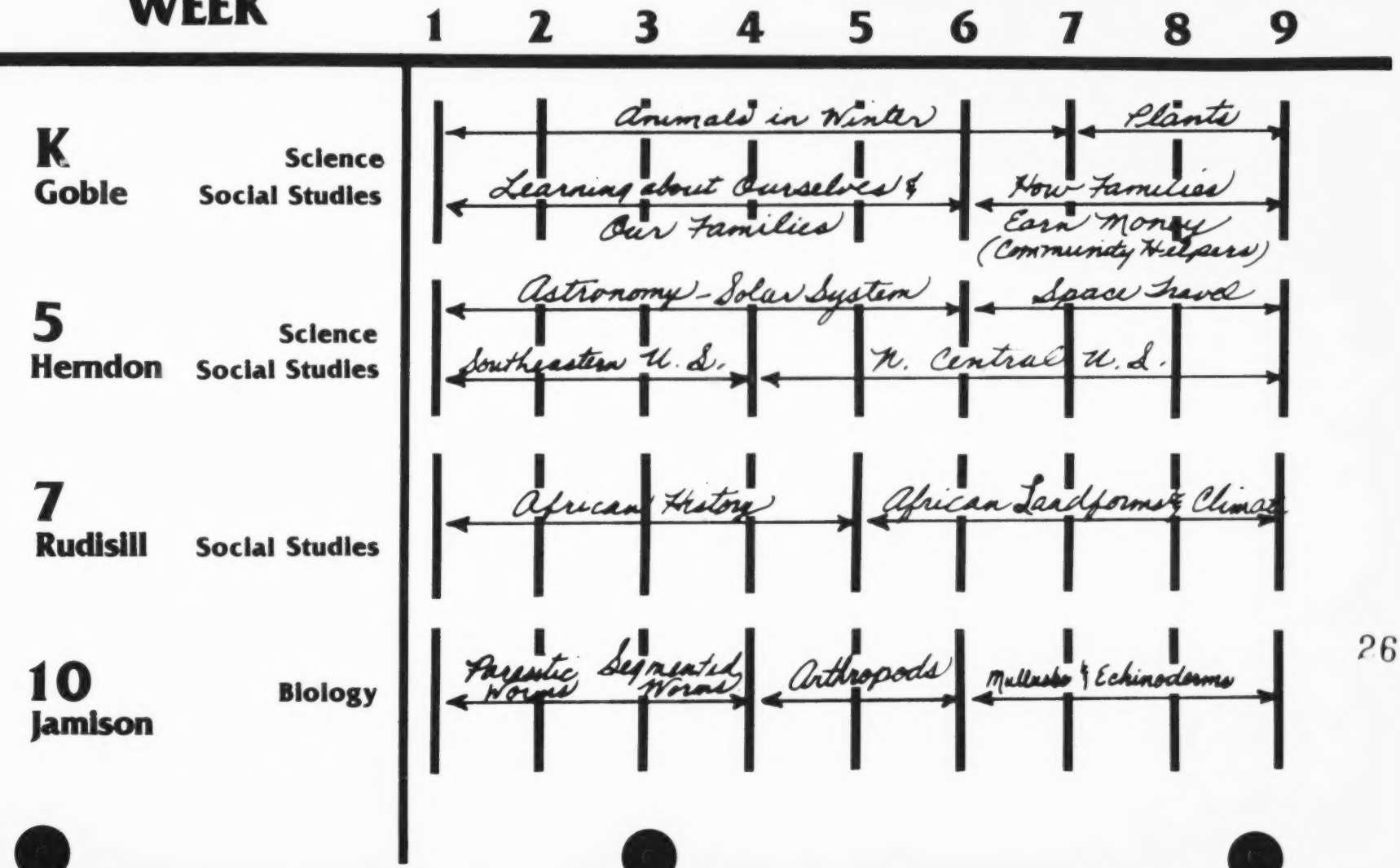
Media coordinator can tell, at a glance, what students are studying. This facilitates the integration of media skills instruction into curricular areas.

Students respond positively to media activities which obviously relate to study assignments. The media coordinator is then in the position of helping students learn media skills while not adding "another subject" to the work load.

Special and/or itinerant teachers -- e.g., music, art, P.E., can plan their work to correlate with classroom instruction.

Sample Timeline

TIMELINE EXAMPLES



PLANNING WITH TEACHERS FORM

Grade _____ TEACHER _____

TEACHING OBJECTIVE _____

_____

MEDIA SKILL(S) _____

_____

	IDEAS FOR CORRELATED LESSONS	Materials	Equipment	Management
Idea 1	Evaluation:			
Idea 2	Evaluation:			
Idea 3	Evaluation:			
Idea 4	Evaluation:			

(Use back of form to document successful activities and pointers to remember for future reference.)

PERSONNEL

competencies • certification
associate media coordinator
media advisory committee
advanced media coordinator
media specialist • instruct
production • television i
staffing patterns • pro
media technician • m
media aide • certifi
competencies • ce
associate media c
media advisory
advanced med
dia speciali
ecia

Personnel

Just as activities in the classroom need the direction of a professional teacher, a media professional is critical to the operation of the school library/media program if either is to contribute effectively to the educational mission of the school. Therefore, each media program, no matter how small, should be staffed by a minimum of one full-time media professional. In addition, support personnel should be provided in sufficient numbers to perform the nonprofessional functions of the center.

The type and number of personnel needed in developing and sustaining a unified media program depend upon student enrollment, physical facilities, the teaching and learning processes being supported, the breadth and depth of media services provided, and the amount and nature of technical support available at the system level.

STAFFING PATTERNS

The following tables show the size of building-level staff necessary to implement the media program at three levels.

STATE GUIDELINES (Based on BASIC EDUCATION PROGRAM)

Staffing for School Media Programs

School Enrollment	Media Coordinator(s)	Media Aides
200-599	1	1/2*
600-999	1	1
1000-1599	2	1
1600-1999	3	2**
2000-2499	3	3**

* This position is highly recommended when school enrollment exceeds 400 and/or the acquisition and management of resources warrants clerical assistance.

** School systems providing centralized processing may choose to assign one or more support staff to that service area. At least one media aide is needed in schools of this size, even when centralized processing is provided.

REGIONAL GUIDELINES (Southern Association Standards, current August 1986)

Staffing for School Media Programs
Elementary

Membership	Librarian or Media Specialist	Clerical Assistant
1-263	1/2	-
264-339	1	-
440-659	1	1/2
660 and above	1	1

Staffing for School Media Programs
Secondary

Membership	Librarian or Media Specialist
1-299	1/2
300-499	1
500-649	1
650-749	1
750-999	1
1,000-1,249	2
1,250 and above	One staff person shall be added in the school for each additional 250 students over 1,249. This person may be assigned to the media center.

NATIONAL GUIDELINES (AASL/AECT Standards, 1975)

Staffing for School Media Programs

School Enrollment	Minimum Professionals		Minimum Support Staff	
	Head of Media Program	Additional Media Professionals	Media Aides	Technicians
250	1	-	1	-
500	1	0-1	1-2	2-3
1,000	1	2-3	3-5	3-5
1,000	1	3-5	4-6	4-6
2,000	1	4-7	5-8	5-8

PROFESSIONAL STAFF

In North Carolina, the school's media coordinator may be identified by a variety of titles, such as librarian, library teacher, or media specialist. The official title for certification purposes is *media coordinator*, the term used throughout MEDIA PROGRAM RECOMMENDATIONS. Those benefits which are unique to teachers in North Carolina are applicable to the media coordinator as well. Examples are sick leave, personal leave, and annual leave policies.

The JOB DESCRIPTION OF THE MEDIA COORDINATOR has been adopted by the State Board of Education (July, 1983) for use, statewide. This job description along with the Board adopted MEDIA COORDINATOR PERFORMANCE APPRAISAL INSTRUMENT (See APPENDIX) is a part of the overall North Carolina Performance Appraisal System.

JOB DESCRIPTION OF THE MEDIA COORDINATOR *

REPORTS TO: Principal

SUPERVISES: Coordinates and directs the activities of library/media aide(s), student assistant and/or volunteers

PURPOSE: To provide media services and to teach effective use of the media center (library) and its resources in a manner which will enhance the learning process of students to ensure their development of lifelong learning skills.

DUTIES AND RESPONSIBILITIES:

A. MAJOR FUNCTION: Develops Goals and Upgrades Resources

The media coordinator develops goals for the media program, evaluates and selects instructional materials, provides leadership and training in the use of the facility and resources, and upgrades own professional knowledge and skills.

B. MAJOR FUNCTION: Coordinates Resource Maintenance and Acquisitions

The media coordinator conducts needs assessments and evaluations, provides leadership to advisory groups, selects resources within the guidelines of established policy and administers the media program budget.

C. MAJOR FUNCTION: Coordinates Program Dissemination

The media coordinator contributes to the development of the annual objectives of the school, plans with teachers to integrate media skills, provides a variety of resources to meet established goals, explains the media program and promotes positive public relations.

D. MAJOR FUNCTION: Facilitates Access

The media coordinator organizes operations and scheduling to assure maximum access to facilities and resources, maintains good rapport with users, and provides information and services in response to requests.

E. MAJOR FUNCTION: Teaches Media Skills

The media coordinator teaches media skills to enhance student learning according to established plans.

F. MAJOR FUNCTION: Satisfies Administrative Needs

The media coordinator maintains accurate records and makes timely reports, performs other duties as assigned and adheres to established laws, rules and regulations.

* adopted by the State Board of Education, July, 1983.

SUPPORT STAFF

A support staff relieves the media professional of many routine yet important and necessary duties. TECHNICIANS and MEDIA AIDES make up the support staff. Specialized training, specific competencies, or the potential for on-the-job training are criteria for support staff selection.

In many school media centers the support staff includes student assistants and unpaid adult volunteers who give time and energy to the media program. *However, these services cannot be considered a substitute for salaried staff.*

The type and number of media support staff needed for each media center or school depend on the size of the school, the organization of the media staff, special programs, the variety of services requested by different faculties, and services available outside the building level.

Where the student population dictates and budget allows, more than one support person should be employed. Support personnel with specific competencies as media aides and technicians can help provide a more versatile program.

Inadequate support staff significantly drains professional staff time, consequently lowering the quantity and quality of media services. (See STAFFING PATTERNS, pp.II-1,2.)

RECOMMENDED JOB DESCRIPTION FOR MEDIA AIDE

Aides with secretarial and clerical competencies perform tasks related to the ordering, receipt, maintenance, inventory, production, circulation, and use of materials and equipment. The media aide should become familiar with library automation, since computers are used to simplify routine media center tasks. Media aides working directly with users must be able to respond effectively to their needs. They carry out all tasks under the direction of the professional members of the media staff, reporting, as appropriate, to designated professionals or technicians.

DUTIES AND RESPONSIBILITIES:

A. MAJOR FUNCTION: Order and Process Materials
- Prepare order cards
- Type purchase orders
- Unpack new materials and check invoice
- Collate new materials
- Complete information on catalog cards and/or type new sets when necessary
- Prepare materials for circulation
- File shelflist and catalog cards above the rod

B. MAJOR FUNCTION: Circulate Materials
- Assist students at desk
- Keep circulation records as required
- Prepare and distribute overdue notices
- Shelve materials
- Deliver materials and equipment

C. MAJOR FUNCTION: Maintain Collection
- Read shelves
- Help take inventory
- Repair materials and equipment
- Prepare books for bindery
- Prepare materials for information file
- Check in periodicals/prepare for circulation

D. MAJOR FUNCTION: Work with Students and Teachers
- Help students and teachers find materials
- Give assistance in production of materials/use of equipment
- Supervise student pass system
- Read stories to small groups (not to be confused with media coordinator's role in literature appreciation)
- Supervise and assist with reinforcement activities

E. MAJOR FUNCTION: Miscellaneous Tasks
- Type bibliographies, reports, correspondence, worksheets, etc.
- Check supply inventory and reorder when needed
- Process incoming mail (file catalogs, open letters, etc.)
- Plan and/or help with bulletin boards and displays
- Help make games, activities, recordings, transparencies, learning centers, etc. for media coordinator
- Help with housekeeping chores (plant watering, dusting, etc.)

RECOMMENDED JOB DESCRIPTION FOR MEDIA TECHNICIAN

Technicians have competencies in one or more fields, e.g., graphics production and display, information and materials processing, photographic production, operation and maintenance of instructional equipment, television production, and installation of system components. Large schools requiring multiple support personnel for their media centers may employ technicians, even though system-level staffing includes technicians, as well.

DUTIES AND RESPONSIBILITIES:

A. MAJOR FUNCTION: Equipment Management

- Provide instruction in the operation and use of instructional equipment
- Repair and maintain equipment
- Maintain cumulative records listing repairs and the condition of equipment
- Supervise the use of specialized equipment, such as television, videotaping equipment, photographic lab, computer lab, etc.
- Assist in the installation of system components, such as computer networking, closed-circuit television systems, and film chains

B. MAJOR FUNCTION: Production

- Produce graphics and display materials, such as transparencies, posters, charts, graphs, displays, exhibits, and materials for television programs
- Involve and help students and teachers with production techniques when making their own tapes, slides, transparencies, charts, etc.
- Perform photographic production work, such as still photography, motion photography for films, videotape recording of television broadcasts, televising local and in-school events, and developing black-and-white film

C. MAJOR FUNCTION: Miscellaneous Tasks

- Assist in the technical processing of information and materials by performing such tasks as bibliographic searching and processing of materials

STUDENT LIBRARY/MEDIA ASSISTANTS

"Through the integration of basic learning with the needs of society, students can develop a zest for life-long learning which characterizes active and responsible citizenship."*

The role of STUDENT LIBRARY/MEDIA ASSISTANT is a service learning experience. An organized program of instruction and training should emphasize the media center's goals and objectives, and the tasks to be accomplished. When organized effectively, both the media program and the student assistants benefit directly from this experience.

Service learning experiences begin in the early grades with simple tasks such as checking out books, shelving materials, and reading to younger students. As students move from the elementary grades, a more structured skills/service program is necessary. Appropriate academic credit for student library/media assistants is supported in the recommendations from A REPORT FROM THE GOVERNOR'S ADVISORY COMMITTEE TO STUDY ACADEMIC CREDIT FOR HIGH SCHOOL VOLUNTEERISM SERVICE LEARNING, pp 2-3.

School systems are encouraged to develop a system-wide policy for student library/media assistants. Included should be guidelines that emphasize an independent study format rather than a daily scheduled period of instruction. (See IDEAS TO HELP DEVELOP ENTHUSIASM AND TEAM SPIRIT IN STUDENT LIBRARY/MEDIA ASSISTANTS at end of PERSONNEL SECTION.)

SUGGESTED DUTIES: (See MEDIA AIDE/STUDENT ASSISTANT WORK ASSIGNMENT SHEET at end of PERSONNEL section.)

- Check material out and in
- Shelve books/Read shelves
- Prepare overdue notices
- Deliver, set up, and operate AV equipment
- Check in new magazines
- Maintain magazine display racks and backfiles
- Type correspondence and book cards
- Process new material
- Use card sorter to arrange cards numerically, alphabetically, etc.
- File cards above the rod in shelflist and card catalog

* A REPORT FROM THE GOVERNOR'S ADVISORY COMMITTEE TO STUDY ACADEMIC CREDIT FOR HIGH SCHOOL VOLUNTEERISM: SERVICE LEARNING, 1983

- Complete special typing assignments
- Help maintain information file
- Maintain vendor catalog file
- Assist in monitoring student pass system
- Assist in photocopying
- Design/prepare bulletin boards and displays
- Participate in storytelling and puppet shows for younger students
- Design bookmarks
- Assist in preparation of instructional material (games, transparencies, etc.)
- Assemble material for reserve or classroom use
- Assist with inventory
- Assist with book fairs or other special activities
- Help other students locate material
- Act as student liaison between library and classrooms
- Enter and retrieve computer data

ADULT VOLUNTEERS

Adult volunteers may perform duties similar to those undertaken by salaried media aides. Their tasks should be limited only by time and human energy. All duties should be performed under the guidance and/or supervision of a media professional.

Many school systems have established a plan for recruiting volunteers for a variety of school programs. The media coordinator is encouraged to recruit volunteers for the media center. When parents and citizens are reluctant to commit themselves to a regular schedule covering the entire year, the coordinator should encourage those who may be interested to volunteer for a specific task.

SAMPLE ACTIVITIES FOR VOLUNTEERS:

- Shelve books
- File cards
- Assist with inventory
- Write overdue notices
- Read aloud to students
- Type
- Help with book fairs
- Laminate and copy materials

SUGGESTIONS FOR SUCCESS:

- Plan before the volunteer arrives
- Always have something for volunteers to do when they arrive
- Provide adequate training
- Assign jobs to fit volunteer's expertise and interests
- Assign tasks rather than hours

SYSTEM-LEVEL PROFESSIONALS

The system-level media professional may be identified by one of several titles, such as Director of Library/Media Services, Coordinator of Library/ Media Services, and Library Supervisor. Competencies are required in the areas of administration, supervision/management, and curriculum development for the certification area, Media Supervisor (078).

The State Board of Education adopted general job descriptions and performance appraisal instruments for system-level directors, coordinators, and supervisors. Local boards of education designate position titles. For the person directing a full range of media services at the system level, the JOB DESCRIPTION OF THE DIRECTOR is most applicable.

JOB DESCRIPTION OF THE DIRECTOR *

REPORTS TO: Superintendent or Designee

SUPERVISES: Instructional and/or Support Personnel

PURPOSE: To provide leadership in the development, implementation and evaluation of a specific area for the benefit of the systems' total educational program.

DUTIES AND RESPONSIBILITIES:

A. MAJOR FUNCTION: Program Management

The Director provides effective leadership in developing comprehensive program plans and implementing and evaluating the planned programs.

B. MAJOR FUNCTION: Fiscal Management

The Director assists/prepares budgets, coordinates with other departments or agencies to assure maximum services, maintains records/reports/ inventories in accordance with local/state/federal policies.

C. MAJOR FUNCTION: Information Management

The Director shares information about programs with various publics, serves as liaison between the school system and other agencies and assists in the development of inservice staff development. The Director accomplishes personal growth objectives and demonstrates professional ethics.

D. MAJOR FUNCTION: Personnel Management

The Director assists in selection and placement of personnel, delegates and supervises staff responsibilities and assists in evaluating staff.

*adopted by the State Board of Education, July, 1983.

RECOMMENDED JOB DESCRIPTION FOR COMPUTER COORDINATOR

The Computer Coordinator is primarily concerned with the development, implementation, and operation of microcomputer activities. The Computer Coordinator will:

A. Provide leadership in the system-level planning for microcomputer implementation: system-level plans, budgets, activities, and staffing

B. Plan, develop, and implement staff development activities to meet established computer education needs, competencies, and certifications

C. Assist with the selection and purchase of equipment, courseware, related media, and supplies according to the system-level computer plan

D. Regularly confer on courseware and computer materials with the Media Evaluation Center, N. C. Department of Public Instruction, and other resources

E. Assist the instructional content specialists and supervisors in identifying and/or developing computer-curriculum integrated materials, equipment, and activities

F. Provide assistance to the building-level educators in implementing the system computer education plan

G. Compile current information on, and maintain familiarity with, hardware and courseware availability and effectiveness for the system computer education plan

H. Be knowledgeable of the hardware configurations and computer-related items on state contract

I. Be aware of, and collect selected publications and articles on, microcomputers and their application to education

J. Assist microcomputer users in resolving service-related problems

K. Maintain communication with the Division of Computer Services and the regional School Media Programs Coordinator, Division of School Media Programs, on computer services, recommendations, and activities available from the North Carolina Department of Public Education

MEDIA AND TECHNOLOGY PERSONNEL (Certifications)

The current media guidelines are intended to assure that new personnel entering the media and technology profession are well qualified to meet the complex challenges inherent in providing an effective program of media and technology in schools of the state.

The current guidelines should encourage currently certified professionals to continue education and advancement. However, a new certificate is not required to continue in a position now held on the basis of an existing certificate or combination of certificates. Certifications as Associate Media Coordinator (075) and Media Specialist (formerly 077-changed to 074) will remain valid and in force as long as the staff holding such certificates remain active in the profession.

As of July 1, 1984, qualified persons who have no existing state certification, must obtain one of the current certifications.

MEDIA COORDINATOR (076)

Media Coordinator certification is appropriate for persons with advanced preparation (graduate degree) in the broad area of media and technology. In addition to providing a basic library/media/computer skills program for students, the media coordinator is responsible for establishing and implementing a full media services program at the building level, including the supervision of media support personnel.

PROVISIONAL MEDIA COORDINATOR

Provisional Media Coordinator certification is appropriate for those persons who enter the profession with minimum qualifications (undergraduate degree), and who provide basic professional media services at the school building level. Provisional Media Coordinator certification is valid only for a five-year period, and cannot be renewed. Thereafter, all Provisional Media Coordinators must meet the requirements for the Media Coordinator (076) certificate, above.

MEDIA SUPERVISOR (078)

Media Supervisor certification is appropriate for those staff members responsible for directing the complete range of media services at the system level, including the supervision of all professional and support staff. Candidates for this certification must possess or be eligible to hold the Media Coordinator (076) certificate; must have at least three years of acceptable experience as a media coordinator; and, must possess a master's degree from an approved media program, plus twelve (12) graduate semester credits in administration, curriculum development, and supervision courses from an approved educational program.

INSTRUCTIONAL TECHNOLOGY SPECIALIST TELECOMMUNICATIONS (074)

The Instructional Technology Specialist--Telecommunications certification is available to those persons who, through advanced study and preparation (graduate degree) and experience, have developed extensive knowledge and skill, and can provide specialized services in certain technical areas of media services, particularly in the design, development, and production of instructional materials in various formats (audio, video, electronic); in the selection, organization and operation of various types of telecommunication equipment; in the programming, production and utilization of televised media (cable, open-air broadcast, satellite); and, in the application of communications technology to the teaching and learning process.

INSTRUCTIONAL TECHNOLOGY SPECIALIST COMPUTERS (077)

The Instructional Technology Specialist--Computers certification is appropriate for those persons, who through advanced study and preparation (graduate degree) and experience, have developed extensive knowledge and skill in the area of computer technology (hardware, courseware, programming techniques, interactive systems) and its application to the K-12 curriculum. The role of the computer specialist may vary from serving as an educational leader who coordinates the overall computer technology program in a school system or a specific school, to concentrating in a specific content area or a specific educational process.

STAFF DEVELOPMENT

As new requirements for initial certification do not apply to those persons currently certified, the need continues for staff development programs to assist already employed persons in developing additional competencies. The new competency-based guidelines for initial certification can be used to give direction when planning staff development activities.

The contemporary instructional setting demands expertise in the use of instructional media in teaching and learning. Contributing to this necessity are:

- Impact of newer communications media--television, computers, radio, and electronically recorded materials
- Emphasis on meeting the individual needs of students
- Continuing movement toward unified media services within schools and school systems, combining the once separate library and audiovisual program
- Growing recognition of the need for differentiated staffing for media services at the building and system levels.

Local school personnel responsible for planning staff development activities are encouraged to provide needed training for media personnel. Special emphasis should be given to major function areas identified in the MEDIA COORDINATOR PERFORMANCE APPRAISAL INSTRUMENT (See APPENDIX).

CERTIFICATE RENEWAL REGULATIONS *

Practicing professionals whose current certifications are not subject to renewal until after July 1, 1985, will need only 10 renewal units for certification renewal. Each five year renewal cycle thereafter will be subject to the 15 unit renewal policy.

Persons holding a North Carolina certificate may keep their certificates renewed through appropriate activities which are indicated below. Effective July 1, 1985, for certificates issued on and after that date, the first and subsequent renewal or reinstatement of a certificate shall be based on fifteen units of renewal credit. Other certificates issued prior to this date with a five year cycle ending June 30, 1990 and before will renew based on nine units of renewal credit.

1. College or University Courses - No limit as to the number of credits per five-year cycle. Course may be taken through any accredited college or university including technical and community colleges. Documentation is by transcript or other official college or university form.

2. Experience - One unit for each year of teaching - three unit limitation for those under the nine unit rule, up to five units for those under the fifteen unit rule. Credit is established by Form #6, "Application for Professional Experience Credit."

3. Local Courses or Workshop - No limit as to the number of credits per five year cycle. May be taken through any North Carolina school administrative unit or approved board. Credit is certified by official documentation from administrative unit or governing board.

4. Activities Approved by State Department of Public Instruction - No limit as to number of credits per five year cycle. Credit is established by the Division of Staff Development, State Department of Public Instruction for activities conducted by the Department and for activities conducted by other educational agencies. The Division may also provide approval for activities offered by institutions of higher education when college credit is not offered.

Local boards of education and governing boards authorized to administer renewal requirements locally shall have an official prior approval procedure for determining appropriateness of credit for all renewal activities and shall file any reports requested by the State Department of Public Instruction relative to participation in and effectiveness of certificate renewal activities. Determination of appropriateness for personnel employed by local school administrative units and approved governing boards shall minimally include the following: suitability of content level and properly established credit for the activity. Local boards of education and approved governing boards shall record renewal credits on certificates and will be monitored for compliance with the regulations by the State Department for Public Instruction.

*Chapter 16, N. C. Administrative Code 2H.0207 effective July 1, 1985.

MEDIA COORDINATOR (076)*

A. Role of Media Coordinator

The school media coordinator has the primary responsibility for leadership and implementation of a school library/media program that serves as an integral part of the instructional process. To accomplish this, the media coordinator:

- Develops plans to ensure effective instruction and management of the media program
- Is an effective teacher
- Provides a variety of services to extend and reinforce the instructional program of the school
- Promotes positive relationships with students, staff, and community
- Effectively coordinates the evaluation and selection of instructional resources
- Is an effective manager
- Displays evidence of professional ethics, growth, and development

Personal effectiveness skills combined with professional knowledge and expertise are necessary for successful interaction with students, teachers, administrators, and other patrons.

Preparation programs for the media coordinator develop those competencies deemed essential for the beginning media coordinator. This stage is the primary responsibility of the preparing university, working cooperatively with school systems in which field experiences are provided. It culminates in eligibility for the 076 (media coordinator) certificate which requires a master's degree from an approved program.

B. Competencies Needed by Media Coordinators

The school's media coordinator has primary responsibility for leadership and implementation of a good school library/media program at the building level. The media coordinator should be able to demonstrate substantial knowledge and proficiency in content areas considered to be basic in the preparation of media coordinators (K-12). Competencies required in each of these areas are described below.

1.0 Administration

The ability to develop and implement media programs which facilitate the achievement of educational goals, including the management of media and human resources. The candidate will be able to:

1.1 Develop annual and long-range goals for a comprehensive school media program.
1.2 Prepare, justify, and administer the media program budget based on curricular needs.
1.3 Participate in planning, arranging, and utilizing media facilities to support the instructional program.

*From COMPETENCIES AND GUIDELINES FOR APPROVED TEACHER EDUCATION PROGRAMS, adopted by the State Board of Education effective July 1, 1985.

1.4 Formulate schedules to accommodate the needs of students and teachers in small/large groups and/or individually.
1.5 Train, supervise, and evaluate clerical/technical personnel, volunteers, and student assistants so that they make effective use of their time and talents.
1.6 Initiate formal and informal agreements providing for increased availability of media through resource sharing.
1.7 Implement the use of automated systems for instruction and/or bibliographic control.
1.8 Evaluate the effect of the overall media program on teaching/learning.
1.9 Apply the principles of research to the development and implementation of the media program.
1.10 Evaluate new technology for possible educational applications.

2.0 Communication and Leadership

The ability to initiate interaction with students, staff, administration, and/or the general public for purposes of interpreting, promoting, and expanding the media program. The candidate will be able to:

2.1 Interpret the school media program to administrators, the school board, and lay public.
2.2 Provide for regular communication between media center personnel and users.
2.3 Plan and conduct staff development activities to develop media competencies of the instructional staff.
2.4 Interact appropriately with students and teachers.
2.5 Plan and implement strategies for effective public relations.
2.6 Ensure professional growth by participating in continuing education programs.
2.7 Properly utilize local, state, and national professional organizations.

3.0 Evaluation and Selection

The ability to apply basic principles of evaluating and selecting media to support the instructional program. The candidate will be able to:

3.1 Recognize the school's organizational pattern, the curriculum, and the instructional objectives affecting the selection of media.
3.2 Develop and implement an individual school selection policy compatible with system-wide policy.
3.3 Organize and provide leadership for the school's Media Advisory Committee, involving administrators, teachers, students, and the lay public.
3.4 Identify and/or develop criteria appropriate for evaluating various forms of media in all subject areas and at all grade levels.
3.5 Evaluate the media collection, identify strengths and weaknesses, and coordinate the selection of appropriate media to ensure a comprehensive, balanced collection.

3.6 Identify and work cooperatively with reputable publishers, producers, and dealers marketing educational media to ensure adequate amd economical purchases.
3.7 Ensure that the evaluation and selection process provides curriculum-related media appropriate to the varying abilities, interests, attitudes and needs of users.
3.8 Recognize the characteristics unique to each media format, and select items according to their specific contribution to learning.
3.9 Provide for hands-on evaluation of media and/or identify reliable bibliographic tools to aid in selecting media.
3.10 Identify and arrange for use of community resources compatible with curricular needs.
3.11 Maintain an up-to-date media collection by periodically eliminating obsolete items.
3.12 Respond to outside censorship pressures by using the Citizen's Request for Reconsideration of Media form, the School's Selection Policy, and the Media Advisory Committee.

4.0 Organization and Management

The ability to establish and carry out procedures for effective and efficient acquisition, cataloging, processing, accessing, and maintaining equipment and materials. The candidate will be able to:

4.1 Coordinate the acquisition process for materials, equipment, and media supplies.
4.2 Establish policies and implement procedures for classifying, cataloging, and processing all school-owned media, information files, and community resources.
4.3 Organize and maintain a current catalog and shelflist for all school-owned media.
4.4 Select and/or design appropriate media circulation systems.
4.5 Establish, implement, and evaluate circulation policies based on needs of users.
4.6 Ensure accessibility through appropriate housing to all types of materials and acompanying equipment.
4.7 Plan and manage effective procedures for equipment maintenance.
4.8 Implement procedures for ongoing inventory of materials and equipment.

5.0 Instruction and Utilization

The ability to instruct students and faculty in using and/or producing media to facilitate the teaching/learning process. The candidate will be able to:

5.1 Teach media skills within the framework of the school's curriculum as outlined in state curriculum guides.
5.2 Participate in the curriculum development process to establish learning objectives and recommend appropriate media to accomplish these objectives.
5.3 Plan, conduct, and evaluate a literary appreciation program which includes guidance in reading, listening, and viewing experiences.
5.4 Provide specific information and resources in response to reference requests.

5.5 Assist teachers and students in identifying, obtaining, and producing media based on abilities, interests, curricular needs, and learning styles.

5.6 Instruct and supervise students and teachers in instructional design, media production, and equipment operation.

5.7 Use the basic principles of instructional design to produce media for specific learning objectives.

5.8 Evaluate effectiveness of media production based upon stated objectives.

5.9 Assist students in identifying concepts, and interpreting and organizing information available in media.

MEDIA SUPERVISOR (078)*

A. Role of Media Supervisor

The media supervisor's primary concern is the improvement of learning opportunities through leadership in the implementation and administration of a strong, unified library/media program. The media supervisor has the role of decision maker, consultant, and specialist in advising administrators, teachers, and other professional personnel. Responsibilities include curriculum development, instruction, resource collection development, and staff development.

The media supervisor operates under a variety of titles, such as Media Director, Coordinator of Library/Media Services, and Library Supervisor. The media supervisor serves as a member of a management team charged with the responsibility for planning, implementing, and evaluating an educational program relevant to the needs of the student population in a school system. In theory and practice, the functions of the supervisor and the administrator share many commonalities. Differences occur in the degree to which a competency area is practiced, the scope of decision making, and the authority associated with the two roles.

Preparation programs for the media supervisor develop those competencies deemed essential for the beginner in a supervisory role. This stage is the primary responsibility of the preparing university, working cooperatively with school systems in which field experiences are provided. It culminates in at least twelve (12) graduate semester credits in administration, curriculum development, and supervision courses from an approved educational program beyond possession of or eligibility for Media Coordinator (076) certificate; at least three years of successful experience as a media coordinator; and, a master's degree granted by a university with an approved media program.

B. Competencies Needed by Media Supervisors

The role of the media supervisor will vary from that of the educational leader who coordinates the overall instructional program in a school system, to one who concentrates on providing the framework for a strong library/media program that extends and enriches the system-wide instructional program.

1.0 Competencies in Administration

The ability to systematically plan and organize the total library/media program to satisy overall educational goals and objectives of the school system, including the management of media and human resources. The candidate must be able to:

a. System-wide Goal Development

1.1 Organize manpower, money, equipment, methods, and materials to meet long and short range goals.

*From COMPETENCIES AND GUIDELINES FOR APPROVED TEACHER EDUCATION PROGRAMS, adopted by the State Board of Education effective July 1, 1985

1.2 Formulate effective policies and appropriate procedures as needed for the establishment, maintenance, development, and evaluation of the library/media program.
1.3 Develop and monitor a continuous evaluation system to identify operational strengths and weaknesses of the library/media programs at both the building and system levels.
1.4 Identify and justify personnel needs, and advise in the selection and placement of media personnel.
1.5 Follow established administrative channels and procedures within the school system in developing the system-wide library/media budget, based primarily on identification of student and teacher needs, and appropriate purchasing procedures for meeting these needs.
1.6 Provide leadership in the design, redesign, and development of library/media facilities.
1.7 Provide leadership in evaluating and applying all aspects of technological advancements that may have an impact on system-wide instructional programs.
1.8 Provide guidance and direction in planning and implementing system-level and building participation in local, state, and national networking efforts among all types of libraries.

b. System-wide Goal Implementation

1.9 Establish and maintain an atmosphere in which individuals work harmoniously at optimum levels.
1.10 Apply managerial leadership skills to attain identified goals.
1.11 Assist building-level staff in the development of library/media programs that a demonstrate direct relationship to the overall educational objectives of the building.
1.12 Assist building-level media coordinators and principals in budget preparation and purchasing procedures.
1.13 Assist building-level media coordinators in applying overall management competencies to individual building programs.
1.14 Exhibit effective communication skills while serving as an information specialist directly involved in varied phases of information management for staff and faculty.
1.15 Encourage the use of the computer for administrative purposes as well as for learning.

2.0 Competencies in Supervision/Management

The ability to provide leadership in establishing and maintaining a strong library/media program, by exhibiting knowledge and understanding of the principles of management and supervision; maintaining open communications with various groups; facilitating special and related services; assuring liaison with the community; and, initiating and participating in activities that advance the library/media program. The candidate will be able to:

a. Staff Supervision and Development

2.1 Establish an organizational climate which staff perceive as receptive to their needs.

2.2 Construct alternative solutions for the resolution of interpersonal conflicts based on adequate knowledge of another person's values, needs, and feelings.
2.3 Plan and conduct appropriate staff development activities based on assessed needs.

b. External Relationships/Communications

2.4 Participate in a leadership role in professional organizations at the local, regional, state, and national levels.
2.5 Participate in a leadership role in the development of cooperative efforts among various types of libraries.
2.6 Interpret the purposes, needs, and accomplishments of the overall media program to the community.

c. Program and Service Development

2.7 Establish, with appropriate staff, system-level evaluation and selection policies and procedures for all types of materials and equipment.
2.8 Protect the right of freedom of access to materials and information by supporting the adoption of a local school board selection policy, as well as other means.
2.9 Establish policies and procedures for efficient acquisition, receiving, and inspecting of materials and equipment at the building and system levels.
2.10 Provide technical assistance to system-level specialists on the evaluation of materials relating to specific subject areas; and, assist building-level staff in evaluation, selection, and acquisitions processes.
2.11 Establish cataloging and classification policies and procedures for organizing collections in the school system.
2.12 Assist building-level media coordinators in effective organization of materials and equipment within the individual building.
2.13 Provide leadership to support and encourage full use of all materials, equipment, and services of all media centers through flexible scheduling practices to meet user needs; convenient arrangements of space, furniture, and resources; and, a receptive attitude toward individual and group requests for services.

3.0 Competencies in Curriculum Development

The ability to maintain continuous and direct involvement as a leader in the cooperative development of a system-wide program that assures that library/media skills are attained through use of carefully selected teaching processes, and are closely related to the content of a topic of study. The candidate will be able to:

a. Curriculum Theory and Planning

3.1 Provide leadership in determining objectives for the library/media skills program as an integral part of the instructional program of the school system.

3.2 Contribute meaningful information on the functions of learning resources in various curriculum models and theories.
3.3 Coordinate the acquisition of learning resources needed to support curricular programs prior to their implementation.
3.4 Develop policies and plans with media staff and teachers which assure articulated student attainment of library/media skills.
3.5 Participate, as a member of the educational team, in the design and construction of the system-wide curriculum, promoting consideration of alternative teaching/learning strategies and appropriate media.
3.6 Assist system-level content specialists and supervisors in planning and developing appropriate media presentations for various disciplines.

b. Curriculum and Program Evaluation

3.7 Assist building-level media coordinators in examining the impact of curricular guidelines on building-level library/media programs.
3.8 Provide consultative and technical assistance to increase the effective participation of building-level media coordinators in curricular and instructional design processes.
3.9 Contribute to system-level evaluation and accountability studies and projects which may have an impact on library/media programs.
3.10 Assist building-level coordinators in assessing and analyzing ways in which materials and equipment can be used most effectively in given learning situations.

c. Instructional Theory and Design

3.11 Assist building-level media coordinators in designing an appropriate library/media skills program that meets specific objectives and is integrated into all areas of instruction.
3.12 Apply principles of instructional design to the development of flexible and varied inservice programs and student study skills programs, providing for individual and group needs.
3.13 Assist building-level media coordinators and staff in designing effective articulated library/media skills lessons consistent with district curriculum guides.

d. Research Utilization

3.14 Interpret and use research, including findings, relative to instructional effectiveness and student achievement.
3.15 Involve building-level media coordinators in research relevant to building-level and system-level programs.

e. School Learning

3.16 Exhibit knowledge and understanding of teaching/learning theory and practice, including strategies to elicit learning.

INSTRUCTIONAL TECHNOLOGY SPECIALIST TELECOMMUNICATIONS (074)*

A. Role of Instructional Technology Specialist--Telecommunications

The Instructional Technology Specialist in Telecommunications certification is appropriate for those persons who, through advanced study and preparation, have developed extensive knowledge and skill in certain technical areas of media services, particularly in the design, development, and production of instructional materials in the various formats (audio, video, electronic); in the selection, organization and operation of various types of telecommunication equipment; in the programming, production, and utilization of televised (cable, open-air broadcast, satellite) media; and, in the application of communications technology in the teaching and learning process.

The Instructional Technology Specialist in Telecommunications may be identified by a variety of titles, such as Telecommunications Specialist, Director of Telecommunications, Media Director, and Coordinator of Technology Services. The Telecommunications Specialist serves as a member of the management team charged with responsibility for planning, implementing, and evaluating an educational program relevant to the needs of the student population in a school system or individual school.

The program for the preparation of the Telecommunications Specialist should be characterized by flexibility so as to allow for differences in the educational background and experiences of each candidate. Programs of study for all students should have common elements, but the mix of these elements will vary for individual programs of study.

B. Competencies Needed by Instructional Technology Specialist--Telecommunications

1.0 Knowledge and Understanding

An indepth understanding of the broad area of telecommunications (hardware, software, delivery systems, production techniques) and its applications to the K-12 curriculum. The candidate will be able to:

1.1 Understand the broad area of telecommunications as it relates to teaching and learning theory and practice.
1.2 Identify appropriate uses of the various types of technology in the K-12 curriculum
1.3 Provide information on current trends and contemporary issues in the telecommunications area (e.g., ethics, copyright, censorship).
1.4 Demonstrate the ability to use the various types of technology common in K-12 schools.
1.5 Demonstrate a broad understanding of school organization and operation, principles of management and supervision, principles for appraising personnel performance, facility design, equipment and material selection, and school finance.

*From COMPETENCIES AND GUIDELINES FOR APPROVED TEACHER EDUCATION PROGRAMS, adopted by the State Board of Education effective July 1, 1985.

1.6 Demonstrate the ability to write educational specifications for hardware, software, and instructional systems which incorporate knowledge of current trends and technological advancements in the telecommunications area.

2.0 Program Planning and Implementation

The ability to systematically plan, implement, and evaluate a specialized program of telecommunications in relation to the overall goals and objectives of the school system. The candidate will be able to:

2.1 Develop annual and long-range plans for a comprehensive program of instructional telecommunications, including automated systems and production capabilities.
2.2 Provide leadership for a school or school system in using the various types of technology in the K-12 instructional program.
2.3 Implement procedures and direct activities for developing program policies and guidelines, e.g., System-wide Media Selection Policy, Copyright Guidelines, Equipment Selection Procedures.
2.4 Maintain an effective public relations program which communicates to administrative staff, teachers, parents, and the public the vital contributions of the telecommunications program to learning.

3.0 Evaluation, Selection, and Integration

The ability to apply basic principles of evaluating, selecting, and producing media as an integral component of the instructional program. The candidate will be able to:

3.1 Recognize the school's or system's organizational pattern, curriculum, and the instructional objectives affecting the selection and/or production of media.
3.2 Recognize the characteristics unique to each media format and produce media tailored to varying abilities, interests, and needs.
3.3 Develop criteria for evaluation of locally produced media.
3.4 Evaluate and select production equipment, materials, and supplies.
3.5 Provide leadership for a school system's media advisory committee or computer advisory committee in evaluating and selecting media in accordance with the school system's long-range plan.

4.0 Production and Utilization

The ability to design and implement procedures and activities for designing, producing, and using the various types of materials (audio, visual, video) to facilitate the teaching and learning process. The candidate will be able to:

4.1 Develop criteria for decision making, considering the desirability of locally produced media as opposed to media produced commercially.
4.2 Apply the principles of learning communication model(s) and theory to the design of instructional media.
4.3 Determine most appropriate formats and design specifications for meeting identified instructional objectives.

4.4 Translate media design specifications into workable production plans and produce graphic, projected, and electronic instructional media.

5.0 Organization and Management

The ability to manage complex operations involving instructional telecommunications including facility design, work scheduling, and budgeting. The candidate will be able to:

5.1 Organize elements of instructional telecommunications for effective use by students, teachers, and administrators.
5.2 Develop and implement effective procedures for selection, purchase, maintenance, and service for instructional equipment and telecommunication systems.
5.3 Plan, organize, and manage media production facilities and telecommunication systems.
5.4 Train, supervise and evaluate personnel involved in instructional technology and telecommunications.
5.5 Improve professional capabilities by means of staff development programs employing various forms of instructional and informational media materials.
5.6 Identify sources of information on current and future trends and developments in instructional telecommunications.
5.7 Establish and maintain desirable relationships with entire educational community, including students, administrators, parents, and lay citizens.
5.8 Ensure professional growth by participating in innovative continuing education programs.

INSTRUCTIONAL TECHNOLOGY SPECIALIST COMPUTERS (077)*

A. Role of Instructional Technology Specialist--Computers

The Instructional Technology Specialist--Computers certification is appropriate for those persons who, through advanced study and preparation, wish to develop extensive knowledge and skill in the area of computer technology (hardware, course, programming techniques, sources of information) and its application to the K-12 curriculum. The Instructional Technology Specialist--Computers has the role of decision maker, consultant, and specialist in advising administrators, teachers, and other professional personnel on computer technology. The computer specialist serves as a member of a management team and has responsibilities that include computer skills curriculum planning and implementation; staff development; hardware and courseware evaluation, selection, and integration; production and utilization of resources; and management of personnel and facilities. The computer specialist may be identified by a variety of titles such as computer specialist, computer coordinator, computer resource teacher, instructional specialist for computers, or computer education supervisor.

Preparation programs for the Instructional Technology Specialist--Computers should be sufficiently flexible to allow for differences in the capability, experiences, and educational background of candidates. A candidate for this certification should enter the master's degree program, with a North Carolina teaching certification, and demonstrate supervisory potential. However, candidates already possessing master's level certification need only obtain those competencies not covered in a previous program.

B. Competencies Needed by Instructional Technology Specialist--Computers

The role of the Instructional Technology Specialist--Computers may vary from one of an educational leader who coordinates the overall computer technology program in a school system or a specific school to one who concentrates at a certain grade level, a certain subject area, or a certain educational process.

1.0 Knowledge and Understanding

Understanding, in depth, the area of computer technology (hardware, courseware, programming techniques, informational resources) and its application to the K-12 curriculum. The candidate will be able to:

1.1 Identify hardware and courseware features, purposes, and proper care procedures.
1.2 Demonstrate the ability to set up and operate computers typical of the types predominant in the K-12 school program.
1.3 Demonstrate the ability to execute package programs common to instructional use in the K-12 curriculum.
1.4 Provide information on the different programming languages suitable for elementary and secondary students.

*From COMPETENCIES AND GUIDELINES FOR APPROVED TEACHER EDUCATION PROGRAMS, adopted by the State Board of Education effective July 1, 1985.

1.5 Demonstrate the ability to write in at least one educational programming language, e.g., BASIC, Logo, Pascal, COBOL, at a level sufficient to teach a course in that language.
1.6 Identify sources of information on topics of computer technology appropriate for the K-12 curriculum.
1.7 Understand the broad area of computer technology as it relates to teaching and learning theory and practice.
1.8 Identify appropriate uses of the computer in the K-12 curriculum.
1.9 Provide information on contemporary issues and trends in computer technology, e.g., ethics, copyright.

2.0 Program Planning and Implementation

Ability to plan, organize, develop, implement, interpret, and evaluate a computer skills program as part of the ongoing instructional program. The candidate will be able to:

2.1 Develop and modify annual and long-range goals for a comprehensive computer skills program as part of the ongoing instructional program.
2.2 Provide leadership for a school system or school computer committee on using computer technology in the K-12 instructional program.
2.3 Implement procedures and direct activities for developing computer skills program guidelines and materials.
2.4 Develop, implement, and monitor programs which improve the professional capabilities of the computer skills staff.
2.5 Establish and implement procedures for evaluation of the computer skills program; in particular, procedures that use the computer for data collection and evaluation.

3.0 Evaluation, Selection, and Integration

Ability to apply criteria and strategies for evaluation, selection, and integration/use of hardware and courseware into the ongoing instructional program. The candidate will be able to:

3.1 Identify criteria, strategies, and reviewing services/information sources for hardware and courseware evaluation, selection, and integration.
3.2 Develop, implement, and monitor procedures for evaluation, selection, and use of instructional materials for computer skills.
3.3 Develop, implement, and monitor procedures for evaluation, selection, and use of computers in the K-12 curriculum to meet established instructional objectives.
3.4 Provide leadership for a school system or school media advisory or computer committee in evaluating and selecting computer skills materials in accordance with the school system computer plan and existing curriculum.

4.0 Production and Utilization of Resources

Ability to design and implement procedures and activities for using computer skills materials and computer hardware, as well as for developing/producing computer-related materials to facilitate the teaching/learning process. The candidate will be able to:

4.1 Develop, implement, and monitor staff development activities with strategies needed to integrate computer technology into the K-12 curriculum and on the use of computer skills materials.
4.2 Provide leadership to a computer committee by identifying computer skills materials that need to be developed.
4.3 Design and conduct activities, techniques, and courseware, e.g., authoring systems, teaching aid generators, that can be used to produce computer skills materials.
4.4 Identify and provide information and training on hardware peripherals and related software appropriate for enhancing computer use.

5.0 Organization and Management

Ability to establish, implement, and manage computer procedures and practices involving program, personnel, resources, and facilities. The candidate will be able to:

5.1 Recognize the school system's or school's organizational pattern, curriculum and instructional objectives, finance regulations, personnel policies, and building facility restrictions affecting the computer skills program.
5.2 Understand and use management skills in dealing with the program, personnel, resources, and facilities applicable to the computer skills program.
5.3 Assist with the acquisition process for computer resources: hardware, courseware, and facility items.
5.4 Provide leadership and assistance for the organization and maintenance of an inventory of a school system or school computer resources.

IDEAS TO HELP DEVELOP ENTHUSIASM AND TEAM SPIRIT IN STUDENT LIBRARY/MEDIA ASSISTANTS

Operate according to a well-known, clearly defined set of procedures

Students should be aware of their responsibilities and have the necessary training to carry out the jobs they are expected to do. It is best that they are aware of exactly what they are to do each time they report for work. Duties should be outlined beforehand by their supervisor and/or coordinator. Rotate jobs so that each student gets a chance to do a favorite task as well as help in less desirable work. Solicit student input when formulating rules of behavior. Loyalty grows through understanding and respect for an organization and its leadership and goals.

Check-up and accurately recognize quality workmanship

Media coordinators must know what is going on and what is being done by each assistant. Unless work is being checked, a sense of disregard for good workmanship could develop. A sense of responsibility is influenced by the knowledge that what is done will be checked and due recognition given.

Make students feel that their work is important

Expressions of appreciation by someone other than the immediate supervisor are important to the student. The school principal, teachers, and system-level authorities should be generous with their praise.

Organize students into a club

Clubs provide a framework within which students can engage in interesting group activities. In addition to periodic social meetings, students can have book discussions; view films; invite special guests such as authors, poets, and illustrators to talk with them; and have some special privileges-- e.g., getting to check out new materials first.

Present school awards and give formal personal recognition

Recognition can be given in newspaper accounts and by school authorities in other publications. At appropriate times, a book award, or some other prize, could be offered during a school assembly to the most outstanding assistant of the year. Other awards, such as certificates of service and letters by school officials stating the period of service, should go to all participating students annually. Plaques with engraved names of assistants who serve a specified number of years also might be effective. A picture tribute, showing assistants performing their tasks, could be displayed in the school, a store window, or the county office building.

MEDIA AIDE/STUDENT ASSISTANT
WORK ASSIGNMENT SHEET

Name _____ Date _____

	Mon.	Tues.	Wed.	Thurs.	Fri.
1.					
2.					
3.					
4.					
5.					
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19.					
20.					

BUDGET

federal funds • state funds • c
local funds • allocation • mer
distribution • media advisor
building level • system lev
per-pupil operating cost •
federal funds • state fu
local funds • allocatior
distribution • media
building level • syst
per-pupil operatinc
federal funds • p
local funds • all
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Budget

PRINCIPLES AND GUIDELINES

Budgeting provides the money to implement planning. The school budget should reflect the overall goals of the school. At the same time, the budget must balance available resources with program objectives to provide the best education possible with the funds made available. Budget planning translates all school needs into dollar line items. While state, regional, and national quantitative standards may be helpful to those planning a school budget, these factors alone should never be viewed as absolute standards dictating budgetary requests.

Any method used to measure how effectively the program achieves its desired objectives should answer these questions:

1. Does the media budget meet specific instructional program objectives based on needs of the users?

2. Does the media budget provide for the human and physical resources necessary to accomplish the program objectives?

When planning a budget, consideration should be given to the following:

- short and long range media program goals and objectives
- specific curriculum needs
- strengths and weaknesses of the existing collection
- accreditation standards
- priorities set by Media Advisory Committee
- recommendations of teachers and students
- replacement and updating of materials and equipment

FORMULAS AND SOURCES FOR ANNUAL EXPENDITURES

Federal, state, and local funds should be allocated to purchase adequate materials, equipment, and supplies necessary for a desirable media program. The school's Media Advisory Committee should be fully informed of all funds available so that it can set priorities for the expenditure of all funds based on predetermined school-wide needs.

Allocating specific funds to individual teachers or departments may result in unnecessary duplication and the hoarding of classroom material. This practice prevents the accessibility of materials to other staff members and restricts maximum use by students. This method of allocation is inadvisable.

LOCAL

Instructional:

A realistic assessment of funds available from state and federal sources for North Carolina schools reveals that the major support for the development of media collections derives from local funds.

A consistent plan to maintain, update, and strengthen collections is recommended. This requires an adequate annual media budget. (See SAMPLE BUDGET WORKSHEET at end of BUDGET section.)

Capital Outlay Funds:

Capital outlay funds provide initial collections of print and nonprint media in new or newly reorganized schools, installation of electronic security systems, automated delivery systems, television reception and distribution systems, library furniture, and special production equipment. Capital outlay funds also must be available when buildings are remodeled or existing media center facilities are modernized.

STATE

According to the BASIC EDUCATION PROGRAM (January, 1986), "Funds for instructional supplies and materials will be allotted in the amount of $25 in constant (1985) dollars for each student in average daily membership."

In order to meet diverse learning styles and needs of students in North Carolina, it is recommended that at least 60% of the per pupil Basic Education Program allocation be used to acquire print and nonprint materials of lasting value:

BEP per pupil x .60 =

Permanent Print & Nonprint: $25 x .60 = $15 (1985 dollars)

Consumables: $25 x .40 = $10 (1985 dollars)

"An additional five dollars will be provided for each student in ADM for instructional equipment, including but not limited to math and science, and also an additional five dollars for every student in ADM in grades 7-12 for vocational equipment in constant (1985) dollars."* This allocation is based on the best continuous six of the first seven months of the preceding school year in grades K-12.

The responsibility for allocation of all state funds and selection of appropriate instructional materials rests with the system-level administration.

* BASIC EDUCATION PROGRAM (January, 1986)

REGIONAL (SOUTHERN ASSOCIATION STANDARDS (1986))

Elementary:

Standard H:5 There shall be a minimum of $15 per student budgeted and expended annually through the regular business office of the school or school system for print materials, nonprint materials, and consumable instructional materials. Basic textbooks and equipment necessary for use of instructional materials shall not be purchased from this allocation.

Secondary:

Standard 6.5.2 A systematic program for the replacement of obsolete or inoperative equipment shall be maintained.

Standard 7.3.1 In school systems, resources shall be appropriately allocated among all schools according to the best interests of the students served.

Standard 7.3.4 After the basic book and nonprint materials collections are established, each library or instructional materials center shall be provided with funds on an annual basis as indicated below for the purchase of library books, periodicals, library supplies, and nonprint materials.

Membership	Expenditure Requirements
Fewer than 100	$500
101 - 800	$500 plus $4.00 per student in excess of 100
801 - 1,000	$3,300 plus $4.00 per student in excess of 800
1,000 - 1,500	$4,100 plus $3.50 per student in excess of 1,000
1,501 - 2,000	$5,850 plus $3.50 per student in excess of 1,500
2,001 and above	$7,600 plus $2.00 per student in excess of 2,000

NATIONAL (AASL/AECT 1975)

"To maintain an up-to-date collection of materials and equipment that fulfills and implements the instructional program, the annual per pupil expenditure of a school district should be at least 10% of the National per Pupil Operational Cost as computed by the United States Office of Education." (1:40-41)

Information on National per Pupil Operational Costs will be available from SDPI on an annual basis.

FEDERAL

Chapter II of the Education Consolidation and Improvement Act (ECIA) authorizes LEAs to use allocated money through the Federal guidelines. Local boards of education determine the manner in which the money is spent.

STRATEGIES TO JUSTIFY BUDGET REQUESTS

1. Insist on an active, involved Media Advisory Committee.
2. Establish a plan for on-going development and maintenance of the media collection.
3. Submit a complete budget to supervisor or principal in advance of the preparation of the school budget.
4. Relate budget requests to accreditation or other accepted standards.
5. Use research and statistical data to support budget requests.
6. Maintain an on-going inventory of materials and equipment.
7. Review the Annual Educational Media and Technology Report.
8. Collect circulation statistics.
9. Survey services periodically, investigating the need to update procedures and redirect or add new services.
10. Plan systematically for replacing equipment.
11. Communicate the importance of the media program to parents, administration, and staff as a part of an on-going public relations plan.

SAMPLE BUDGET WORKSHEET

	LAST YEAR	CURRENT YEAR	NEXT YEAR
Print (e.g. books, pamphlets)			
Nonprint (e.g. software, videotapes, filmstrips)			
Periodicals (e.g. magazines, newspapers)			
Instructional expenses (e.g. library and production supplies, postage, rental, repair)			
Furniture			
Equipment (e.g. computers, VCRs)			
Rebinding and commercial processing			
Other:			
security systems			
online communications charges			
circulation systems			
MATV/CCTV			
telephone			
copiers			

RESOURCES

collection • materials • profes
equipment • research • acce
media advisory committee
accessibility • organizatior
inventory • weeding •
selection • leisure • we
collection • materials
equipment • reasear
leisure • professionc
accessibility • sele
inventory • sele
selection • leis
collection • cir
ioment •
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Resources

NOTE: Both educational materials and accompanying equipment comprise the media collection. The term "media" will be used in that sense throughout the section entitled RESOURCES in this document. The terms "materials" and "equipment" will be used separately when necessary for emphasis.

IMPORTANCE OF COLLECTION

The media collection is a vital component of the total school media program. It consists of a variety of materials and equipment, representing various forms of communication, sufficient in depth and scope to carry out the educational process. The collection provides supplementary resources in every curricular area compatible with the diverse learning styles and interests of individual students at all levels of ability and maturity. It also provides items for leisure and professional use.

SELECTION

Selection of all media is an important step in developing a collection and should be based on sound principles formulated to carry out the school's philosophy, objectives, and curricular specifications. Consideration should be given to the prescribed NORTH CAROLINA STANDARD COURSE OF STUDY and TEACHER HANDBOOK.

Policy

Selection of media should be based on a sound, system-level, written policy as called for in PUBLIC SCHOOL LAWS OF NORTH CAROLINA, General Statute 115C-98 (b) and (c). This policy should be developed cooperatively by media coordinators, other professional instructional staff, and administrators and should be adopted by the local board of education. It should include criteria and procedures for evaluating and selecting media for individual schools and system-level collections. It is imperative that the policy establish a procedure for handling challenged materials. Once a local policy has been adopted by the local board of education, the policy will be placed on file with the Educational Media and Technology Services Area, Department of Public Instruction. The Selection policy should be periodically reviewed and updated.

Items in the appendix related to selection are entitled SAMPLE MEDIA SELECTION POLICY and REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS.

Media Advisory Committee

School media personnel are responsible for coordinating the acquisition of all media in the school collection. The principal should appoint a Media Advisory Committee to assist with the selection process. The

committee should be composed of teachers representing all subjects and grades in the school, building-level media personnel, the principal, and may also include system-level media personnel, students, and parents.

Involvement of appropriate instructional staff and students in acquisition of resources will increase effective use of media and ensure the use of appropriate materials at all levels of instruction. Administrative participants will provide budgetary information for the committee, while students' and parents' input will represent community mores and standards. (See THE ROLE OF THE MEDIA ADVISORY COMMITTEE in the APPENDIX.)

Selection Aids

Ideally, educators should select media by firsthand examination. This is generally unrealistic, however, because of insufficient time and little or no access to examination collections. It is frequently necessary, therefore, to use various selection aids, such as bibliographies distributed by the Department of Public Instruction, and bibliographies and reviews published by commercial sources.

The Media Advisory Committee should be aware of and consider certain factors when relying on commercial reviewing sources in order to ascertain the appropriateness of titles to the North Carolina curriculum. These factors include the reliability, point of view, and possible bias of the commercial reviewing source. All items included on the ADVISORY LISTS OF INSTRUCTIONAL MEDIA and the ADVISORY LISTS OF COMPUTER COURSEWARE, published and distributed by the Division of Media Evaluation Services, have been evaluated by North Carolina educators who deemed the materials appropriate for K-12 instruction in North Carolina schools. Those instructional television series listed in THE SCHOOL TELEVISION CATALOG have been evaluated and selected by an advisory committee of educational consultants in the Department of Public Instruction.

Selection Services

The Media Evaluation Center in Raleigh displays examination collections containing thousands of items appropriate for use in schools. Consultant services regarding evaluation and selection of educational materials and equipment are provided by all Raleigh-based and regional consultants in the Educational Media and Technology Services Area. Many North Carolina vendors offer previewing privileges to the education agencies.

State Contracts for Educational Equipment

Educational equipment should be selected from state contracts listing those items meeting specifications established by the Division of Purchase and Contract.

Certification numbers for educational equipment follow:

Equipment	Certification Number
Audiovisual Equipment	880
Audiovisual Stands and Cabinets	880-70
Closed Circuit Television	840
EDP Tape, Diskettes, and Disk Packs	250-45
Electric Lamps	285-50
Library Bindings	130
Microcomputers	250-15
Microfiche	575-65
Photographic Equipment and Supplies	655
Sound Recording and Reproduction Sound Equipment, Etc.	480-82
Transparency Making Equipment and Supplies	880-90

Effective January 1, 1985, as stated in G.S. 143-53 and Section 513.0404 of THE NORTH CAROLINA ADMINISTRATIVE CODE, all equipment, materials, and supplies not covered by state contracts and costing less than $5,000.00 may be purchased direct without approval from the office of Purchase and Contract. This is contingent upon schools' following normal purchasing requirements as set out in the statutes, THE NORTH CAROLINA ADMINISTRATIVE CODE, and THE PURCHASING MANUAL. Non-contract requirements of $5,000.00 or more must be sent to the Division of Purchase and Contract for formal bidding as required by statute.

COLLECTION MAINTENANCE

The collection should contain quality, up-to-date media and exclude obsolete, inappropriate items. The Media Advisory Committee should assist in systematically purging the collection to ensure that all media are relevant to the curriculum and should plan for preventive maintenance and repair of equipment. (See MAINTAINING A QUALITY MEDIA COLLECTION THROUGH SYSTEMATIC WEEDING in the APPENDIX.)

ACCESSIBILITY

All media in the school should be readily accessible to every user. Accessibility involves:

- adequacy of physical facilities
- provision, organization, location, and arrangement of the media
- policies and procedures regulating the circulation of media
- flexible scheduling to accommodate students, teachers, the media center and its staff

Media staff and patrons must be aware of and comply with copyright regulations affecting the availability of materials. (See MEDIA MATTERS, Special Edition, May, 1985, in the APPENDIX.)

Organization

All school-owned materials need to be organized and arranged so that users can obtain any item quickly and easily. This organization includes classifying, cataloging, and providing entries for all materials in a unified card catalog. The inventory of the school's entire media holdings, both instructional materials and equipment, should be coordinated through the school's media center. (See ELIMINATE THE NONESSENTIAL: ACCESSIONING; SCHOOL MEDIA INVENTORY; ANNUAL EDUCATIONAL MEDIA AND TECHNOLOGY REPORT; and SUPPLEMENTARY BOOKS ORGANIZATION in the APPENDIX.)

Circulation

The philosophy of the school must ensure that the circulation and loan policies encourage users to borrow materials and equipment for use throughout the school, at home, and in the media center. Periodic review of these policies will ensure that no obstacles inhibit the use of media.

Scheduling

Users' daily schedules should be flexible enough to provide adequate time for using resources in the media center. Adequate facilities and flexible scheduling should allow individuals, small groups, and class groups to use the center simultaneously during the school day as the need arises. Teachers and students should be given adequate opportunity to plan with the media coordinator for effective use of the media center and its resources.

For extensive use, the media center should be open during the entire school day and before and after school. In order to expand services to users and to realize greater returns from the school's investment in materials and equipment, consideration should be given to extending hours to include evenings, Saturdays, and vacation periods whenever possible. Extended hours of service, especially those for the Extended School Day Program and Summer School Program, require additional professional and support staff.

Media centers in community schools should develop scheduling policies and staffing patterns compatible with the services offered.

MATERIALS AND EQUIPMENT

QUANTITATIVE GUIDELINES

The school media collection of materials and equipment must be sufficient in scope and variety to support the BASIC EDUCATION PROGRAM. The collection provides supplementary resources in every curricular area compatible with the diverse learning styles and interests of individual students at all levels of ability and maturity. It also provides for leisure interests and professional use.

Quantitative guidelines on the following pages define a minimal basic collection of quality, up-to-date resources for an effective media program serving 400 students. Schools with enrollments of fewer than 400 students must provide media collections equivalent to those serving schools with enrollments of 400 students.

Relationship Between Materials and Equipment

The interdependence of materials and equipment must be recognized as collections are planned. Materials in many different formats can be used only with the appropriate equipment. Substantial acquisition of these materials is of no value if compatible equipment needed for using the materials is not provided in sufficient numbers. By the same reasoning, equipment can contribute to learning only if appropriate materials are available for use with that equipment.

Categories of Materials and Equipment

In the following tables, materials and supporting equipment are grouped together within the appropriate categories according to methods of delivery. The categories of delivery are: PRINT MATERIALS, VISUAL MATERIALS, AUDIO MATERIALS, PROJECTED VISUAL MATERIALS, AUDIOVISUAL MATERIALS, MICROCOMPUTER COURSEWARE, TACTILE MATERIALS, and INSTRUCTIONAL TELEVISION. MISCELLANEOUS MATERIALS AND EQUIPMENT lists items which, because of their uniqueness, do not fall readily into one of the other categories but, nevertheless, contribute significantly to the instructional program.

Levels

The term "minimal" indicates the minimum quantity of materials and equipment recommended for an effective media program involving 400 students or fewer. Inadequate funding for this minimal level will result in insufficient media to support the instructional program. The suggested minimal, desirable, and exemplary quantities in no way seek to limit the media in the school's collection and should not be construed as a limit. In addition, it must be emphasized that quantities stated as minimal, desirable, and exemplary refer only to quality, up-to-date media and exclude excessive duplicate materials, obsolete and badly worn items, and inappropriate equipment.

IN THE FOLLOWING TABLES, QUANTITIES ARE NOT SPECIFIED IN SOME CATEGORIES; HOWEVER, SCHOOLS MUST HAVE SOME OF EVERY TYPE OF MEDIA LISTED IN ORDER TO PROVIDE BALANCED COLLECTIONS.

PRINT MATERIALS

The minimal level is based on a school with 400 students or fewer. As the number of students increases beyond 400, the amount of media increases proportionately to ensure a balanced collection to support the BASIC EDUCATION PROGRAM. For example, a school with fewer than 400 students must have a minimum of 4000 books; a school with 600 students must have a minimum of 6000 books.

	Minimal	Desirable	Exemplary
Books (per student)	10	15	22

The numbers above refer to books in the general collection and include the following:

- all books ordinarily classified as part of the media collection
- one to five copies of paperback titles which, in the opinion of the media coordinator, would be appropriate for the general collection
- one to three copies of textbook-type titles which, in the opinion of the media coordinator, would be appropriate for the general collection

The suggested range does not include multiple copies, i.e., more than five, of supplementary textbooks (cloth or paperbound) which should be organized through the media center and maintained as a separate collection.

Magazines (per media center based on a school with 400 students)	Elem	14	18	36+
	JHS	14	22	41
	SHS	14	26	64

Duplicate copies of individual magazines should be purchased only when the minimal level has been met. Back issues of magazines should be maintained for at least three years or longer as the need and space dictate. Back issues may be on microform. At least one index to magazines should be provided.

Newspapers (per media center)	Elem	2	3	4
	JHS	2	4	5
	SHS	2	6	8

Newspapers providing local, state, and national coverage should be included in the collection. At least one should be a daily newspaper with national and international coverage.

PRINT MATERIALS (Continued)

Information File (per media center)

An organized information file should be maintained and should contain such items as pamphlets, pictures, clippings, reprints, and other appropriate ephemeral materials.

Community Resource File (per media center)

This file should contain information about persons, places, and other community resources available to schools. (See COMMUNITY RESOURCE FILE in the APPENDIX.)

VISUAL MATERIALS

The minimal level is based on a school with 400 students or fewer. As the number of students increases beyond 400, the amount of media increases proportionately to ensure a balanced collection to support the BASIC EDUCATION PROGRAM.

	Minimal	Desirable	Exemplary
Art Reproductions/Mounted Pictures and Photographs/Study Prints/ Charts/Posters/Graphs	50	75	100

The minimal number in this category may be composed of a combination of the seven types of media listed. The art reproductions should represent various artists, subjects, and periods and should include some reproductions of durable quality. Other items should represent a variety of curricular areas.

Globes and Maps

(See MINIMUM AND DESIRABLE REQUIREMENTS FOR MAPS AND GLOBES in the APPENDIX.)

AUDIO MATERIALS AND SUPPORTING EQUIPMENT

The minimal level is based on a school with 400 students or fewer. As the number of students increases beyond 400, the amount of media increases proportionately to ensure a balanced collection to support the BASIC EDUCATION PROGRAM.

Recordings	Minimal	Desirable	Exemplary
Recordings (per media center) Includes disc and cassette tapes	50	Provide in sufficient quantities to meet curricular needs.	
(Recordings and accompanying equipment assigned to electronic laboratory installations are not included.)			
Record Players, mono; Tape Recorders/Players, cassette			
(per teaching station*)	1	1	1
(per media center)	3	5	7+
Record Players, stereo			
(per media center)	1	2	3+
Tape Recorders, cassette, with synchronization mode			
(per media center)	1	2	3

*A teaching station is an established instructional setting.

PROJECTED VISUAL MATERIALS AND SUPPORTING EQUIPMENT

The minimal level is based on a school with 400 students or fewer. As the number of students increases beyond 400, the amount of media increases proportionately to ensure a balanced collection to support the BASIC EDUCATION PROGRAM.

Microforms	Minimal	Desirable	Exemplary
Microforms (per media center) Includes microfilm, microcard, and microfiche	Provide in sufficient quantity to meet curricular needs.		
Readers, microform (per media center K-8)	Provide in sufficient quantity to meet curricular needs.		
(per media center 9-12)	1	Provide in sufficient quantity to meet curricular needs.	
Reader-Printers, microform (per media center)	Provide in sufficient quantity to meet curricular needs.		

Slides			
Slides 2" x 2" (per media center)	Provide in sufficient quantity to meet curricular needs.		
Projectors, slide, carousel type (per teaching station)	1 per 10	Provide in sufficient quantity to meet curricular needs.	
(per media center)	1	3	3+
Viewers, slide (per media center)	1	Provide in sufficient quantity to meet curricular needs.	

(For quantity of screens see page IV-12.)

AUDIOVISUAL MATERIALS AND SUPPORTING EQUIPMENT

The minimal level is based on a school with 400 students or fewer. As the number of students increases beyond 400, the amount of media increases proportionately to ensure a balanced collection to support the BASIC EDUCATION PROGRAM. Supporting equipment other than the items listed below but capable of delivering the same instructional information may be used to meet minimal levels, e.g., a cassette recorder and silent filmstrip projector may be substituted for a sound filmstrip projector.

Films	Minimal	Desirable	Exemplary
Films, 16mm sound	Provide in sufficient quantity to meet curricular needs.		
Projectors, film, 16mm sound			
(per teaching station)	1 per 10	Provide in sufficient quantity to meet curricular needs.	
(per media center)	1	2	2+

Filmstrips			
Filmstrips, sound (per student)	1 per 10	Provide in sufficient quantity to meet curricular needs.	
Includes filmstrips with disc or cassette tape recordings			
Projectors, filmstrip, sound			
(per teaching station)	1 per 3	1 per 2	1 per 1
(per media center)	2	3	4
Viewers, filmstrip, sound			
(per teaching station)	1	2	3
(per media center)	3	4	5+

AUDIOVISUAL MATERIALS AND SUPPORTING EQUIPMENT (Continued)

Slide Sets	Minimal	Desirable	Exemplary
Slide Sets, sound (per media center) Includes sets of slides with disc or cassette tape recordings	Provide in sufficient quantity to meet curricular needs.		
Projectors, sound/slide, carousel type			
(per teaching station)	1 per 15	1 per 12	1 per 10
(per media center)	2	3	4
Viewers, sound/slide, carousel type			
(per teaching station)	1 per 15	1 per 12	1 per 10
(per media center)	2	3	4

Transparencies

Transparencies (per media center)	Provide in sufficient quantity to meet curricular needs.		
In addition to prepared transparencies, an appropriate collection of transparency masters should be provided.			
Projectors, overhead			
(per teaching station)	1 per 3	1 per 2	1 per 1
(per media center)	2	3	4+

Videocassettes

Videocassettes (per media center)	Provide in sufficient quantity to meet curricular needs.		
Televisions			
(per teaching station)	1 per 8	1 per 4	1 per 1
(per media center)	2	Provide in sufficient quantity to meet curricular needs.	
Videocassette Recorders			
(per teaching station)	1 per 8	1 per 4	1 per 1
(per media center)	1	2	2

AUDIOVISUAL MATERIALS AND SUPPORTING EQUIPMENT (Continued)

Screens

	Minimal	Desirable	Exemplary
Screens, portable, 60" x 60" minimum			
(per media center)	1	2	3+
Screens, wall-mounted, 70" x 70" minimum			
(per teaching station)	1	As appropriate for identified uses	
(per media center)	1	1	1+

MICROCOMPUTER COURSEWARE AND SUPPORTING EQUIPMENT

The effective use of microcomputer courseware and supporting equipment is based on the school system computer plan on file with the Educational Media and Technology Services Area, Department of Public Instruction.

Courseware

Microcomputer Courseware	Provide in sufficient quantity and appropriate type to support the school and school system computer plan and to meet curricular needs. The selection and management of that courseware should follow guidelines prescribed for other types of media.		
Microcomputer System			
(per teacher station*)	1 per 2	1	2 or as appropriate for curricular needs
(per media center)	1	2	3 for instruction, or as appropriate for curricular needs; 1 for automation

*A teaching station is an established instructional setting.

Equipment			
Additional systems for the school program described should be at least 64K RAM units with 1 disk drive and monochrome monitor.			
Printer			
(per teaching station*)	1 per 2	1	1 per computer or as appropriate for curricular needs.
(per media center)	1	1	2 or as appropriate for identified uses

*A teacher station is an established instructional setting but not a computer lab. The teacher station quantities may decrease when a school has a separate computer lab.

Lab Facility

For some specific computer activities, a lab setting to accommodate a typical class is desirable. If a lab facility is appropriate, a lab of eight to twelve microcomputer systems with an appropriate number of printers and a separate work area is recommended. (See CHECKLIST FOR COMPUTER PLANNING in the APPENDIX.)

TACTILE MATERIALS

These materials are highly motivational and are not dependent on the learner's verbal ability. The following are types of tactile materials that should be available to meet curricular needs:

Artifacts	Models
Dioramas	Realia
Games	Sculpture and other art objects
Manipulative devices	Specimens

MISCELLANEOUS MATERIALS AND EQUIPMENT

Quantities are not stated for these materials and equipment; nevertheless, they make unique contributions to the instructional program and provide resources for academic needs and general interests of students. An appropriate number to support the school's instructional program should be available.

Materials

Books with recordings

Instructional Kits (collections of subject-related materials packaged together, usually containing more than two types of media excluding the teacher's guide)

Equipment

AV equipment carts
Book trucks
Computer tables/carts
Earphones, mono and stereo
Equipment stands, portable with telescoping legs and without casters and electrical outlet
Extension cords, heavy-duty
Jack boxes to accommodate multiple earphones
Public address system
Radios, AM/FM
Slide sorter
Tape player, cassette with pulse reader
Teleconference equipment

INSTRUCTIONAL TELEVISION

The Department of Public Instruction offers a School Television service that supports the teaching of skills and concepts specified in the TEACHER HANDBOOK, a competency-based curriculum. Public schools' rights to use these instructional television (ITV) programs have been acquired by the Division of Television Services. These rights are specified in THE SCHOOL TELEVISION CATALOG each year. Most of these ITV programs are broadcast over the UNC Center for Public Television (UNC-CPT) for direct viewing or for recording off the air to permit convenient, flexible use.

Public schools may also acquire the programs by purchasing videocassettes from the agency that has been contracted by the State Board of Education to provide the School Television duplication service. Videocassettes of many of the programs are also available to the public schools through loan from the Division of Media Support Services.

When schools use television programs not offered by the School Television service, the school media coordinator is responsible for informing the users about copyright laws and acquiring permission and/or rights to use those programs from the copyright holders. The Department of Public Instruction has acquired copyright clearances only for those programs that are listed in THE SCHOOL TELEVISION CATALOG for the public schools. For information about copyright questions related to other television programs broadcast by public and commercial television stations or related to videocassettes that are rented, purchased, or borrowed from other agencies, see MEDIA MATTERS, Special Edition, May, 1985 in the APPENDIX.

Effective use of instructional television programs depends upon teachers' integration of these programs into the curriculum. Once the school system decides to use instructional television, planning for its effective use is carried out on a school-by-school basis coordinated at the system level. The degree to which the television reception and distribution system makes the ITV programs convenient for teachers to use effectively depends on the planning that goes into the system's design and the funds that are available to purchase and install the equipment. (See PLANNING FOR THE USE OF SCHOOL TELEVISION in the APPENDIX.)

Schools' reception capabilities fall into two categories: those that can receive a signal from a UNC-CPT station and those that cannot. All schools, however, have access to the School Television programs either by receiving them off the air from UNC-CPT or from videocassettes.

The following are the recommendations for equipping schools for reception and distribution of School Television programs:

RECEPTION

Type A - UNC-CPT signal is available
One external channelized antenna wired to one outlet in the media center; one stationary VHS recorder with a 10" to 13" color TV receiver; blank videocassettes in sufficient quantity to meet curricular needs.

Type B - UNC-CPT signal is not available
A collection of VHS videocassettes as determined by curricular needs; two VHS recorders and two 10" to 13" color TV receivers for duplicating videocassettes; blank videocassettes in sufficient quantity to meet curricular needs.

DISTRIBUTION

Stage 1

One VHS player and one 25" or larger color television receiver mounted on a large, safe television cart.

Stage 2

Electronic distribution system for processing and distributing television programs from the media center via cable to all teaching stations; one VHS player and one 25" (or larger) color television receiver mounted on a large, safe television cart for every eight (8) teaching/learning stations; blank videocassettes in sufficient quantities to meet curricular needs and teachers' requests.

Stage 3

Additional VHS players and color television receivers to meet curricular needs and teachers' requests.

SCHOOL MEDIA CENTER PRODUCTION EQUIPMENT

Each media center should provide access to equipment and supplies essential to local production of materials. The amount of support available from the system-level center will influence the capability required at the building level. Equipment listed in the right-hand column is necessary for the production of student- and teacher-made materials.

Materials to Be Produced	Equipment Needed
Audiocassette tapes	Audiocassette recorder
Paper movie	Opaque projector
Thermal transparencies and overhead filmstrips	Thermal process transparency making equipment, overhead projector
Photographs	Camera, copystand
"U-film" slides	Filmstrip projector, slide projector
Videocassettes	Video camera, videocassette recorder
Mounted pictures	Dry mounting press
Black and white photographs	Darkroom equipment
Sound/slide presentations	Audiocassette recorder with synchronization mode, slide sorter, slide projector

BUILDING-LEVEL PROFESSIONAL MATERIALS

In order for the professional staff to keep abreast of trends, developments, techniques, research, and experimentation in general and specialized educational fields, the building-level professional media collection should include current, quality media such as:

Books
Journals
Pamphlets
Publications from professional organizations
Government publications
Selection aids
Instructional television program guides and manuals
Staff development information
Resource units
Policy manuals, local and state
Curriculum materials; BASIC EDUCATION PROGRAM, TEACHER HANDBOOK
Microforms (Schools should contact their regional School Media Programs Coordinator for copies of ERIC documents on microfiche.)

The building-level professional collection should be easily accessible. It is amplified and reinforced by the system-level professional collection, which includes staff development materials. (See SYSTEM-LEVEL MEDIA PROGRAMS.)

FACILITIES

reading • listening • viewing
reference • circulation • cor
conference • office • produ
storage • production • vi
professional • furnishings
reading • listening • vi
reference • circulation
conference • office •
storage • reference
professional • furr
reading • listenin
reference • circu
conference • o
ge • fes
ora

Facilities

The media center facility must support and enhance the school's total instructional program. The degree of accessibility to resources is influenced by the adequacy of facilities and furnishings to accommodate and promote the use of a variety of those resources. The physical arrangement of the media center should contribute to the overall efficiency of the total school program, increasing the availability of resources, encouraging production of materials, and inviting learners to make more frequent use of the available resources and services. All users of the media center, whether they be staff, teachers, or students, are interested in an arrangement which allows them to complete tasks in an efficient manner.

PLANNING

The goal of planning is to ensure that the media facility meets the needs of the current instructional program while retaining the flexibility to adapt successfully to potential future modifications of curriculum.

THE PLANNING COMMITTEE

It is important that the administrator responsible for coordinating the planning of media facilities employ all available sources of advice and assistance, whether the planning relates to a new structure or to one being renovated or expanded. In all cases, the early stages of planning should involve the Division of School Media Programs and the Division of School Planning, Department of Public Instruction, to ensure that educational planning is done prior to the renovation of a facility, whether or not an architect is to be employed. The administrator should involve the system-level media director, the local school media coordinator, teachers, community representatives, and students in the planning. The administrator may involve experienced media directors from other administrative units which have exemplary programs.

EDUCATIONAL SPECIFICATIONS

Educational specifications are developed by the Planning Committee to communicate the instructional program and the varied needs of students, teachers, and media personnel to the architect, who will design the facility using these guidelines. Educational specifications include:

1. A projection of effects educational trends are likely to have on the media facility, e.g., the increased use of computers, school television programming, and other instructional resources, and other present and emerging technologies.

2. A statement of the objectives of the school library/media program, and the activity areas necessary to support the instructional program, e.g., Competency Goal #4 -- Production needs an area for the creation of AV materials, or Competency Goal #5 -- Enrichment calls for an area for viewing nonprint materials.

3. An explanation of specific activities in which users will be engaged while in the media center and the approximate number of users who will be involved in a single activity in a specific area at one time, e.g., storytelling or reference activities.

4. A statement of the need for appropriate storage areas.

5. An explanation of suitable furniture and equipment, and their arrangement in relationship to the school media program.

6. An explanation of special considerations that affect the facility, such as technical requirements for production equipment, computer installations, television reception, and security.

7. A statement of the special needs for media automation activities.

THE ARCHITECT'S RESPONSIBILITIES

The architect should work with the Planning Committee to understand the Educational Specifications. The architect is responsible for incorporating these specifications into the facility plan. The Committee defines areas and relationships but does not dictate the actual design. The architect is responsible for designing a facility that will meet the needs of the school media program. The Committee should review the design and discuss any differences with the architect before final approval.

SPATIAL FUNCTIONS AND RELATIONSHIPS

The media center includes a variety of spaces, each devoted to a specific type of activity. The design of rooms and areas within the media center should accommodate one or more activities, depending upon the nature of such activities. Throughout the media facility, desirable spatial interrelationships are essential for the convenience of users and staff. (See THE SCHOOL MEDIA CENTER: A RELATIONSHIP DIAGRAM, p. V-7)

The media center's size and the organization of its space must accommodate resources, services, and activities necessary to implement the school's instructional program. The center's main use area should include space for reading, browsing, storytelling, reference, individual viewing, listening, and the housing of materials to support these activities. Additional space is necessary for media support areas, such as, small-group activities, professional collection/faculty work, storage of equipment, periodicals, and supplementary books, production, workroom, and administration/planning/processing.

MAIN USE AREA

This area should include space for a minimum of 4-6 square feet per student (ADM).

In addition to shelving for all types of materials, the following should be readily identified in the main use area:

Circulation

- Includes control point for all media near the main entrance/exit
- Must be easily accessible from the administrative area/workroom
- Contains equipment and furniture for automated circulation where applicable

Card Catalog

- Located near main entrance/exit
- Easily accessible from reference and stack areas

Large Group Instruction

- Located so media coordinator has visual control of the media center from teaching station
- Contains adequate seating to accommodate the largest class
- Has technical support and spatial relationship for the proper use of various teaching resources, such as, portable chalkboard, overhead projector, television

Reference

- Located to provide easy access without disturbing other media center activities
- Convenient to periodical storage
- Contains Information File
- Must be easily accessible from the administrative and circulation areas

Listening and Viewing

- Provides stations for using nonprint media
- Located in area with sufficient electrical supply
- Contains appropriate furniture

Storytelling (primary and elementary schools)

- Located to give media coordinator visual control of the entire media center
- Located near picturebook shelving
- Is a secluded, informal area away from traffic flow

Leisure Reading

- Located near current magazine and newspaper display units
- Contains comfortable, informal seating, appropriate for grade levels served
- Located so as not to disturb other media center activities

Displays and Exhibits

- May be located on bulletin boards, in display cases, on tops of shelving, in vacant shelving, on tables, etc.
- Appropriate in location and height for grade levels served

SUPPORT AREAS

This space should be a minimum of 1200 sq. ft. in elementary schools and 2000 sq. ft. in Middle/Junior/Senior High Schools. The design and use of this space depends upon the philosophy of the school, the type of instructional program, and the overall design of the school plant. Although several areas have been identified below, it is sometimes appropriate, even necessary, to design dual/overlapping, multipurpose areas.

Administration and Planning (200-300 sq. ft.)

- Contains desks, automation equipment, shelving for professional resources, coat closet, and other appropriate storage
- Has glass enclosure to allow visual control of the main use area through glass installed 42" from the floor
- Provides easy access to circulation and reference areas

Production/Workroom (400-600 sq. ft.)

- Accommodates technical processing performed at the building level
- Accommodates the production of instructional materials, involving graphic, photographic, computer-generated, and television production
- Provides water resistant counters, sink, work tables, oversized cabinets, files for production supplies and equipment

- Has electrical outlets with an adequate number of circuits to supply power for the use of production equipment at all work stations
- Allows for darkroom and other special needs
- Has sufficient storage for materials related to processing, production, and the use of computers
- Is accessible from administrative and main use areas, with visual supervision from one or both of these areas
- Accommodates electronic control cabinet for MATV/CCTV system with sufficient use and storage space

Periodical Storage (150-250 sq. ft.)

- Permits easy storage and retrieval of back issues
- Has adjustable shelving
- Is located near the circulation point
- Provides appropriate microform storage as needed

Instructional Equipment Storage (150-250 sq. ft.)

- Provides for adequate storage of equipment in a secure environment
- Provides a work area for preventive maintenance and minor repairs
- Has adequate power supply
- Has direct access to outside corridor so equipment does not have to be moved through main use area
- Contains no windows or other means of easy access by unauthorized personnel
- Provides space for moveable carts

Conference/Small Group Activity Area (150 sq. ft. each)

- Includes areas, 10' x 15' or larger, used by small groups for conference, computer use, and/or listening/viewing activities
- Uses movable partitions to provide flexibility between multiple conference areas
- Has light control, electrical outlets, appropriate furnishings, and acoustic treatment for listening/viewing activities
- Affords visual supervision from main use area

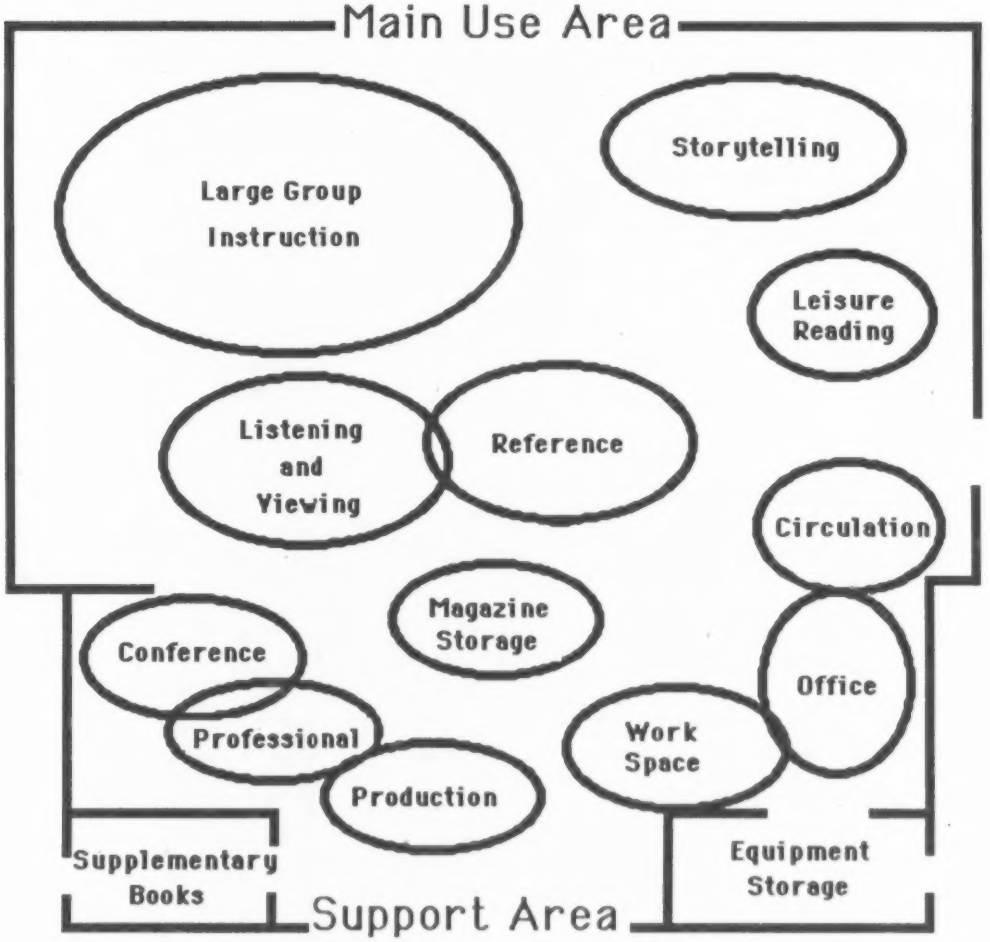
Professional Area (500-700 sq. ft.)

- Provides space and storage for professional collection, instructional resources, teacher planning, and possible lounge area
- Allows access from main use area and/or production/workroom and outside corridor
- Provides water-resistant counters, sinks, and work tables when used as workroom
- Has adequate power supply

Supplementary Book Storage (150-250 sq. ft.)

- Allows access to the media center but is separated from the media collection
- Has direct access to outside corridor
- Has adjustable shelving

THE SCHOOL MEDIA CENTER



A RELATIONSHIP DIAGRAM

DESIGN CONSIDERATIONS

The philosophy of the school, as well as the instructional program, services rendered after hours, and degree of security needed, influence the design of the school media center. The media center's structure must allow for changes both in enrollment and in instructional objectives.

LOCATION

The school's media center should be located on the ground floor, be single-story and be convenient to all learning areas of the school, but not be so located as to become a major thoroughfare for student traffic. Convenience to an outside entrance with access to restrooms allows the center to operate after hours and facilitates the delivery of materials and equipment. The media center's location should not preclude future expansion of the facility.

ENVIRONMENT

The media center should have aesthetic appeal and an atmosphere conducive to learning. Students should feel encouraged to explore, inquire, research, or browse.

Lighting

- Light control should be convenient, centralized, and capable of darkening specific areas and should include dimming and down light controls in specific areas
- The master control switch should be located at entrance/exit
- Windows should neither admit distracting light nor hinder space utilization and should be equipped with draperies or darkening shades
- Skylights and windows at the ceiling line should be avoided in viewing areas

Noise Reduction

- Carpeted floors offer the best method of reducing noise. Acoustically treated ceilings and walls also facilitate noise reduction. Adequate space between areas further eliminates noise. For this reason, avoid locating next to cafeteria, music rooms, or gym

Climate Control

- Heat and air control should be separate from the rest of school
- The climate must be such that damage to materials and equipment does not occur. Special attention must be given to moisture control and extreme variance in temperatures, even when school is not in session

TECHNICAL REQUIREMENTS

Facility plans for school media programs should take into consideration the following desirable technical support:

Electrical Service and Electronics

1. The electrical service for the media center should be sufficient, flexible, and accessible to all areas. The number and location of outlets should correlate with program activities and their locations. Outlets concealed behind shelving or other furniture are unsafe and inaccessible, therefore of no value.

2. Voltage regulators and a central electrical control switch are recommended in the computer area.

3. Television outlets should be conveniently located no higher than 48" above the floor.

4. Intercom speaker(s) should have independent volume control.

5. A telephone line equipped with a data switch should be included to provide for outside communication and computer interfacing with online data bases.

6. Consideration should be given to providing a MATV/CCTV system for the school.

Security

1. Conference, computer, production, main use, and stack areas should permit easy visual control by staff while providing as much student access as possible to materials and equipment.

2. Safeguarding the collection is strengthened by:

   - Properly selecting and placing furniture
   - Locating high-demand materials in controlled access areas
   - Locating check-out station near exit and away from stack areas
   - Providing outside "drop" for the return of materials
   - Installing electronic security systems
   - Locating equipment away from outside doors or windows
   - Limiting number of entrances/exits
   - Providing appropriate locks for windows and doors

Access for Handicapped

Handicapped persons must have easy access to the media center and to instructional materials. Providing access free from barriers to accommodate wheelchairs and other devices used by the handicapped will improve accessibility to media facilities, resources, and services.

Access space between furniture should be:

- At least 42 inches between rows of shelves, (60 inches preferable)

- At least 60 inches between rows of shelves and furniture involving seating or traffic
- At least 60 inches between two tables with back-to-back seating
- At least 42 inches between tables and wall or between a row of shelves and other furniture not involving seating or traffic

Other Teaching/Learning Areas

All teaching/learning areas should plan for the use of media and include:

- Provisions for natural and artificial light control
- Adequate electrical power with a sufficient number of outlets conveniently located
- Projection screen of appropriate size, appropriately installed to provide undistorted viewing
- Acoustically treated walls, floors, and ceilings to ensure that sounds from one learning activity do not interfere with learning activities in other areas
- Secure storage for audiovisual equipment and materials
- Consideration of the reception of television signals
- Consideration of the design of computer use areas (See COMPUTER FACILITY PLANNING GUIDE in the APPENDIX.)

(See A CHECKLIST OF CONSIDERATIONS IN THE DESIGN OF A MEDIA CENTER in the APPENDIX.)

FURNISHINGS

Furnishings for the media center should be selected with specific activities in mind and arranged conveniently so that the various types of media can be used most effectively. Special caution should be taken not to purchase unnecessary furniture items. Changing emphases in the program may necessitate a different facility arrangement; therefore, the design of space and the selection of furniture should permit flexibility. Furniture layout is a basic consideration in all design decisions.

When selecting furniture for student use, schools must allow for physical differences and special needs. The Planning Committee responsible for media specifications should be involved in the selection and placement of all furnishings.

Shelving

All shelving should be sturdy and adjustable. Shelves may be wood or steel, double-faced or single-faced. Whether double- or single-faced, shelving should have backs or partial backs. Types and quantities of shelving depend on the current size and anticipated growth of the collection, the types of media in the collection, and the manner in which the media are to be shelved--intershelved or by types of media. Ranges should be limited to no more than nine feet.

Type	Capacity (per 3 ft. shelf)	Depth
Standard Books	30	8" - 10"
Reference Books	18	10" - 12"
Picture Books*	50-60	12"
Periodicals	3-4	16" (slanting)
Disc Recordings**	60-70	12"
Sound Filmstrips (boxed sets)	15-18	12 - 16"
Computer Software***	10-25	10" - 12"
VHS Videocassettes	25	8" - 10"

*dividers 5" high, spaced 7" - 8" apart on each shelf
**dividers 6" high, spaced 3" apart on each shelf
***depending on how software is housed

Shelving Heights (Maximum Heights)

Perimeter Shelving	Elementary 5' - 5'6"	Middle 5'6"	High 5'6" - 7'
Freestanding Shelving	48"	48"	48"

Tables, Chairs, and Carrels

Although round tables are aesthetically pleasing, they provide less usable working surface. Trapezoidal tables lend themselves to flexible grouping. Standard 3' x 5' rectangular tables provide sufficient working surface for only four students. In a carpeted facility, chairs with sled type legs are easier to use. Chairs with curved backs and saddle seats are most comfortable.

The visual barrier on a carrel should be above the eye level of a seated, average-sized student. Carrels used with audio equipment, rear projection devices, etc., require special electrical provisions. All carrels should contain a shelf for books and other reference materials and provide adequate lighting on work surfaces. Avoid placing carrels in a way that forces students to directly face a wall.

Tables* and Carrels* Working Surface

Grade Level	Maximum Height in Inches
Elementary	25 - 28
Middle	26 - 30
High	29 - 30

*Wheelchairs require a minimum height of 28 inches between floor and the bottom of a table or carrel.

Chairs and Other Seating

Grade Level	Maximum Height in Inches
Elementary	14 - 17
Middle	16 - 18
High	18

Specialized Furniture

Some types of furniture and storage units require special considerations. (See Media Center Furnishings - Specifications in the Appendix)

Card catalog. Should be below the eye level of the average user; should be purchased in add-on units from a reliable library furniture company

Elem. 36" to 40" Middle 36" to 48" High 40" to 54"

Atlas stand. Should be 30" wide x 27" deep x 44" high with slanted tops for secondary schools; to be useful, must be lower than 44" for elementary students

Charging/Circulation desk. Should be only as large as necessary to accommodate charging activities; should be no more than 27" to 29" high for a standard desk; a 3' x 6' desk usually adequate for a small media center; should be equipped with charging trays for filing circulation cards and drawer space for storing circulation supplies; automated circulation will require different furniture

Informal seating. Should be appropriate for grade levels served; two-seater sofa and individual chairs recommended

Paperback book racks. Should display front cover of books; should be revolving

Current magazine and newspaper display. Should display front covers; should be sufficient to avoid crowding of titles

Dictionary stand. Should be 22" wide x 16" deep x 44" high; revolving table-top stand usually adequate for elementary schools

Filing cabinet. Should be legal size with frames for hanging folders; used for convenient, accessible storage of pamphlets, clippings, small pictures, folded maps, other ephemeral materials, and transparencies

Storage cabinet. Large storage cabinets with flat, narrow drawers for storing large art prints, study prints, flat maps, and oversized art and production supplies

Computer tables. See COMPUTER FACILITY PLANNING GUIDE in the APPENDIX for appropriate sizes

Storage for Nonprint Materials

Because specifications for furniture to display nonprint materials are not so standardized as those for traditional library furniture, none are included. However, a variety of specialized shelving, cabinets, and storage containers are commercially available for most types of media. Some storage suggestions follow:

Sound Filmstrips. Upright boxes on regular 12" - or 16" - shelving

Slides. Add-on storage cabinets, notebooks, or trays

Disc recordings. Bins or picture book shelving

Audio Cassette recordings. Cartons on shelves; cassettes in notebooks or special cabinets available commercially

Videocassettes. VHS format on standard shelving

Microforms. (Special cabinet almost essential - would waste space on shelves), *8mm loop, and videotape.* Cartons on open shelves; add-on storage cabinets available commercially

Computer courseware. Cardboard boxes; 3-ring binders with vinyl disk holders, pressboard binders to which a 6" x 8" manila envelope has been attached to hold diskettes

Hang-up systems for integrating all types of materials. Plastic storage bags and shelf conversion hardware available commercially

Production Equipment and Furniture

Any instructional program requires a great number of locally produced or teacher-made materials that must be, for the most part, tailored to fit specific situations. For these special purposes, every school needs at least the basic equipment necessary for the preparation of materials. (See RESOURCES section for list of Production Equipment)

SYSTEM-LEVEL

planning • development • pu
evaluation • budgeting • ev
staff development • staff •
policies • collections • pro
repair • delivery • repr
processing • production
planning • developme
evaluation • staff de
policies • collection
repair • delivery
processing • proc
planning • deve
evaluation •
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bud

System Level Media Program

Local school systems are responsible for providing media programs both at the building and system levels. System-level media programs function under the direction of a certified Media Supervisor, and offer a broader range of services than is possible at the building level. Media program leadership at the system level assures the highest quality media program possible for each school. Those factors contributing to a system-level program include the number of students, the scope of the instructional program, staff, localized needs of students, and available financing.

MEDIA PERSONNEL

Media Supervisor certification requires the ability and training to direct and coordinate a complete range of media services at the system level, including the supervision of all professional and support staff. The media supervisor should be involved when a media position is filled at the building or system level. At the building level, the principal is responsible for periodic evaluation of the media coordinator, and the system-level media supervisor is available to assist in a consulting capacity.

Certification requirements, competencies, and guidelines are outlined in the PERSONNEL section of this document. Specific duties and responsibilities of the Media Supervisor are discussed below. Duties of other media personnel employed at the system level are listed later in this section.

Some responsibilities of the system-level media professional:

Administration

- Provides effective leadership in developing a comprehensive media program plan and implementing and evaluating the planned program
- Identifies and justifies personnel needs, and advises in selection, placement, and evaluation of media personnel
- Provides leadership in the design, redesign, and development of media facilities
- Provides leadership in evaluating and applying all aspects of technological advancements that may have an impact on systemwide instructional programs

Supervision/Management

- Maintains open communications with all professional and support staff
- Coordinates the acquisition of learning resources needed to support curricular programs prior to their implementation

- Plans and conducts appropriate staff development activities based on assessed needs

- Participates, in a leadership role, in professional organizations and in networking efforts

Curriculum Development

- Participates, as a member of the educational team, in the design and development of the systemwide curriculum, promoting consideration of alternative teaching/learning strategies and appropriate media

- Provides leadership in determining objectives for the information skills program as an integral part of the instructional program of the school system

- Provides consultative and technical assistances to increase effective participation of media coordinators in curricular and instructional design; and to determine most effective uses of resources in given learning situations

- Coordinates the acquisition of learning resources needed to support curricular programs prior to their implementation

STAFF DEVELOPMENT

Staff development is a necessity for all school media personnel. The system-level media supervisor is responsible for staff development coordination. Planned activities should include provision for renewal credit.

Involving building-level media professionals with planning will make specialized activities more meaningful. These should be related to the major function areas identified in the MEDIA COORDINATOR PERFORMANCE APPRAISAL INSTRUMENT. (See APPENDIX.)

To encourage a team approach necessary for a dynamic, curriculum-related media program, both principals and other faculty members should be included in media staff development activities. Systematic training programs designed for media aides, volunteers, and student library/media assistants contribute to the team effort.

Building-level media coordinators should meet regularly during the school year to share information and to seek solutions to problems of mutual interest. Visits to schools with model programs and involvement in professional organizations are encouraged.

BUDGETING

System-Level Budgets

The media supervisor may be asked to submit a budget request adequate to support a systemwide media program. Additionally, certain system-level media supervisors may be responsible for the allocation of specific funds set aside

from individual school allocations for centralized purchasing. This may include periodicals, specialized library supplies, maintenance of specialized film and videocassette collections, equipment service and repair, and salaries of system-level staff.

Building-Level Budgets

Most North Carolina state allocations to school systems are based on the Average Daily Membership (ADM). Specific funds, however, do not necessarily "follow the child." A superintendent may allocate more or less funds to specific schools providing she/he adheres to the guidelines established by the local Board of Education. Principals are responsible for allocating specific funding amounts for building-level media programs. In making a decision, the school principal may consult with the media supervisor and the school's Media Advisory Committee to determine basic program needs and establish funding priorities.

The system-level media supervisor serves as a consultant in the budgeting process. Suggested strategies in this area are presented in the BUDGET section of this document. In the budgetary planning phase, it is critical that building-level media personnel have available and familiarize themselves with the total funds available to media programs on the local, state, and federal levels.

Federal Funding

The system-level media supervisor is responsible for interpreting the input from building-level public and nonpublic school personnel to complete the applications for federal funds.

In addition, most federally funded programs include an instructional materials component for which the system-level media person acts as consultant. Establishing a working relationship with the federal program directors will prove invaluable as a source for exploring funding to strengthen the total media program. Some federal programs currently in operation in North Carolina include:

- Chapter II - Education Consolidation and Improvement Act
- Exceptional Children
- Vocational Education
- Child Nutrition

FACILITIES PLANNING

The architect, building-level planning committee, and system-level media supervisor seek the advice of professional personnel to ensure that adequate school media facilities are included in all new construction programs from the initial planning stage to completion.

MEDIA RESOURCES AND SERVICES

System-level collections and services are designed to respond directly to specific user interests and needs within a realistic economic framework. School systems limited by size or finances may consider alternate sources of funding in developing an adequate media program at the system level. Alternate sources may include outside program, equipment, or service contracts, multisystem cooperative ventures, and participation in a consortium or network at the regional level. Several school systems may want to explore the potential for system-level media processing center. Such a center could purchase, catalog, and process all materials required by the various schools participating in that program. Additionally, one or more systems may either share or combine existing 16mm film and videocassette collections. The successful application of one or more alternatives suggested above can reduce costs and staff requirements at the system level.

COMPUTER SERVICES

Rationale

Every school system should establish a system-level computer service. In this way individual school personnel are afforded access to microcomputer equipment, software, instructional materials, and services too expensive for individual schools. A system-level computer service can provide selected materials in support of the regular instructional program, aid in staff development activities, and furnish software programs for personal selection and for professional review.

Staffing Implications

To assure maximum utilization of system-level computer services, an additional staff position, Computer Coordinator, may be required to provide instructional support supervision.

Implementation Strategies:

- Establish a school system computer plan
- Provide microcomputers ideally suited to student needs
- Obtain specialized software and equipment, including, but not limited to graphics packages, rapid, good quality printers for desktop publishing projects, scanners and testing software, science laboratory devices, and specialized software programs designed for exceptional children
- Review relevant software specifically suited to student requirements, such as MECC
- Evaluate specialized selection tools

- Ascertain and obtain software in the public domain
- Acquire exemplary staff development materials in both the print and electronic media formats
- Maintain a biographical resource register of community support people interested or experienced in computer teaching and use

EQUIPMENT REPAIR SERVICE

Rationale

- Repair services for all equipment listed on the media inventory reduces equipment "down time"
- Costly duplication of expensive pieces of rarely used equipment can be avoided if these pieces are available for loan through the system-level equipment pool

Staffing Implications

Equipment Technicians will be needed to repair equipment in a central location and/or in the schools.

Support personnel will be needed for the pickup and delivery of equipment, inspection, repair, preventive maintenance, ordering spare parts, and maintaining an inventory. These tasks could be worked into an overall staffing design consolidating several similar responsibilities.

CENTRALIZED PROCESSING

Rationale

- Employing the skills of a cataloger and clerical staff to process all instructional materials purchased by the school system is economical and efficient since it releases the local building-level professionals to work with teachers and students
- Centralized processing provides uniformity and continuity in classification and subject headings
- The need for costly duplication of bibliographic tools is eliminated, thus reducing unit cost of cataloging
- School systems or a group of systems may be able to offer central cataloging based on automated bibliographic services, or computerized catalog card production and processing may be used

Staffing Implications

Catalogers	Technical Assistants

Considerations affecting the size and quality of the staff are the number of new titles cataloged, the number and formats of materials cataloged and processed, the processing equipment employed, and the depth of cataloging and processing provided.

PRODUCTION FACILITIES, SERVICES, AND EQUIPMENT

Rationale

- Locally produced media such as slide/tape programs, television and radio productions, videotape and audiotape productions and/or duplication, computer programs, and graphics are necessary to support the school system's educational program including its public relations and staff development activities.

- System-level production facilities enhance the instructional program by providing equipment, materials, and expertise for media coordinators and teachers who lack access to production facilities in their respective schools.

Staffing Implications

Graphic artists	Technicians
Photographers	Aides

The number of teachers and other school personnel served, as well as the scope of production services, influence the staff needed. Examples of services which may be made available include the following:

Production Services	Production Equipment
GRAPHICS: visuals for use in curriculum and staff development programs; presentations made for administrative and supervisory personnel; and visuals for public information programs	Computer & ancillary equipment, thermal copier, diazo printer, primary typewriter, headliner, lettering devices, dry-mount press, paper cutter, tacking iron, etc.
PHOTOGRAPHY: still photography, black-and-white prints, 2" x 2" slides	Motion picture camera, still cameras, editing equipment, darkroom equipment, light meter, visual maker, slide-dissolve unit, etc.
TELEVISION AND RADIO: production of television and radio programs, off-air recording of broadcasts needed in instruction (where use is permitted by copyright laws and special clearances), and distribution of the system level videocassette collection	*Television and radio studio with accompanying video cameras, recorders, film chain, audio mixer, monitors, editing equipment, audio tape and phono equipment, video switcher, etc.

* In addition, the central office complex requires the superior reception possible in a master antenna system or a cable connection and/or by satellite receiving equipment. Multiple reception points provide for the flexible use of programs broadcast for staff development activities.

PRODUCTION FACILITIES, SERVICES, AND EQUIPMENT (Continued)

AUDIO PRODUCTION: original audio tape production, off-air recordings (where use is permitted by copyright laws and special clearances), and high-speed tape duplication	Cassette and reel-to-reel tape recorders, bulk magnetic eraser, quality microphones, high-speed tape duplication equipment with both cassette and reel-to-reel capabilities, sound-synchronizing unit, etc.
KITS, MODELS AND DISPLAYS: design and production of kits, models, learning activity packages (LAP's), and displays tailored to local instructional needs	Heavy-duty paper cutter, laminator, dry-mount press, photocopy and duplicating equipment, etc.

COURIER SERVICE

Rationale

- System level services as discussed in this section are dependent on an almost daily pick-up and delivery system

Staffing Implications

This task could be worked into an overall staffing design consolidating or alternating among personnel with similar responsibilities.

PROFESSIONAL COLLECTION

Rationale

- A system-level media collection provides schools with access to more expensive media formats and equipment not within the reach of the school budget, e.g., 16mm films, large models, realia, some videocassettes.

- A professional reference collection is provided to encourage independent research and to support guidance in the selection of materials and equipment for the building level programs.

Staffing Implications

Supervised by media professional	Media aides
Technicians	Distribution clerks
Support Personnel	(See Courier Service)

The number of users, the scope and depth of collection and services provided (such as handling telephone requests and performing research services), and provisions for extended hours of service determine the number and types of personnel needed.

The collection may include:

Books

Curriculum guides, courses of study, and teacher's manuals

EDUCATION INDEX

Journals, current and back issues

Government documents

Microforms

Online data base access

Pamphlets

Publications from professional organizations

Reference materials, including such items as encyclopedias of education and a dictionary of educational terms

Resource units

Audio recordings
those accompanied by permission to duplicate and distribute to schools

Films

Videocassettes

Projectors/16mm

Video recorders (VHS)

Kits
(commercial kits as well as those prepared at the system-level center)

STATE-LEVEL SERVICES

In addition to system-level programs, the Educational Media and Technology Services Area, Department of Public Instruction, offers services to schools and school systems. The pages that follow briefly describe some of the services available.

COMPUTER SERVICES

PURPOSE:

The Division of Computer Services provides leadership and consultation regarding microcomputers and their instructional use for the North Carolina public schools in an effort to maintain an effective and appropriate educational computing component in the statewide, K-12 instructional program.

SERVICES:

This division provides information about all aspects of microcomputer hardware, assists school systems with implementation of microcomputer plans, investigates computer-related technologies, participates in special projects related to the use of microcomputers in the educational process, reviews computer education print and nonprint materials, and functions as a state-level clearinghouse for information on microcomputer activities and materials.

In addition to coordinating work on microcomputer specifications and the bid process for the state microcomputer contract, the staff consults with educators regarding the selection and purchase of computer hardware on contract and the location of computers in the schools. Upon request, they research topics regarding computer-related technologies and provide appropriate information. The division assists educators with designing staff-development activities, computer competencies for students and educators, computer coordinator responsibilities and certification, initiating computer-related instructional program components, implementing special computer projects, and planning facilities to accommodate microcomputers and related activities. Other services include assistance with implementing automated library-management processes, integrating computer skills into the curriculum areas, and developing computer education materials in programming, applications (productivity tools), and problem solving.

In cooperation with other state agency units and school systems, the division participates in studies and special projects to determine the effects or the best use of microcomputers in the overall school program. As a clearinghouse for information about computer-related activities throughout the state, the division issues and distributes to educators a quarterly newsletter, the MICRO MONITOR, containing news briefs about these activities. Related services include workshops and dissemination of information to school systems through the regional school media programs coordinators and a resource supplement, the I/O Dispatch.

Division of Computer Services
N. C. Department of Public Instruction
Raleigh, N. C. 27603-1712
Telephone: (919) 733-3193

EDUCATION INFORMATION SERVICES

PURPOSE:

The Education Information Center, the professional reference library for the Department of Public Instruction, serves the department's staff in the Raleigh offices and in the eight Regional Education Centers. It also serves superintendents, principals, and teachers who submit requests through the Regional Centers.

RESOURCES:

The Center contains a comprehensive collection of education-related materials including microform, journals, books and pamphlets. A primary source for research is microfiche documents from the Education Resources Information Center (ERIC). Subscriptions to approximately 300 journals provide current information about educational practices and trends, and a microfilm collection contains back issues of educational journals. A small book collection and information files of materials are also available to educators, as is an archival collection of publications released by the Department of Public Instruction.

SERVICES:

As part of its research service for clients, the staff conducts manual searches of the Center's collections, and initiates electronic, on-line literature searches which provide clients with computer-generated bibliographies containing abstracts from educational documents searched. Most references cited in the bibliographies are available from the Center in microform or hardcopy. The Center provides duplicate ERIC microfiche for educators upon request. A "Current Awareness Service," designed to keep department staff apprised of current readings related to their particular fields, offers state-level educators personalized, monthly bibliographies of current journal articles. To supplement its resources, the Center provides access to books from libraries across the state through an interlibrary loan agreement with the State Library.

Education Information Services
N. C. Department of Public Instruction
Raleigh, N. C. 27603-1712
Telephone: (919) 733-7904

MEDIA EVALUATION SERVICES

PURPOSE:

The Division of Media Evaluation Services conducts a media review program to evaluate recently copyrighted instructional materials marketed for schools. The primary purpose of this program is to assist North Carolina educators in identifying and selecting current, outstanding, supplementary instructional materials appropriate to the K-12 curriculum.

RESOURCES:

The Division of Media Evaluation Services maintains a media examination center containing thousands of informational and instructional items that are made available to educators. Included are print and audiovisual materials covering a wide range of topics of interest to grades K-12. The center's computer laboratory displays microcomputers approved by the state for instructional acquisition, and includes several hundred courseware packages compatible with these microcomputers.

SERVICES:

The division coordinates the evaluation of over 40 different types of media, including print and audiovisual items and microcomputer courseware. The staff prepares annotated bibliographies describing these materials, and distributes these to all public schools and local education administrative offices in the state.

The staff provides consultant services and professional development guidance to aid educators in their evaluation and selection of quality instructional materials. The ultimate aim is to complement standard instructional programs with such materials as will reinforce classroom teaching, thereby promoting learning and achievement. Staff consulting and guidance is available both at the Media Evaluation Center as well as in the school systems themselves. A visit to the center is particularly valuable inasmuch as it allows educators to gain hands-on familiarity with a wide range of microcomputers, courseware, and other instructional materials.

Division of Media Evaluation Services
N. C. Department of Public Instruction
Raleigh, N. C. 27603-1712
Telephone: (919) 733-3929

MEDIA SUPPORT SERVICES

PURPOSE:

The Division of Media Support Services provides technical support for Department of Public Instruction staff, local education agencies, and schools.

SERVICES:

The principal task of the Division of Media Support Services is to coordinate the formulation of specifications of educational audiovisual equipment. In this capacity, the division conducts hearings to determine the products best suited to educational needs which are to be included on the state contract. The division staff consults system-level and school personnel in the proper use of educational equipment; the design, purchase, and installation of master antenna television systems; the procedures for interfacing school closed-circuit television systems with local cable connections to better utilize school television programming; and, the production of camera-ready copy for printing film catalogs.

The Division of Media Support Services also reproduces audiocassettes that accompany state-adopted foreign language textbooks, as well as circulates informational and instructional materials designed to improve the professional proficiency of educators. Division technicians repair equipment at the eight regional education centers.

RESOURCES:

The division maintains a collection of staff development materials for use by school systems, schools and teacher-training institutions. This collection includes 16mm films, videocassettes, and selected school television programs in cassette format. Videocassettes of many of the STV programs are housed in the division for use by schools that can not receive them by broadcast. These may be used in direct teaching or may be duplicated for later use. The division also houses educational audiovisual equipment such as 16mm projectors, silent and sound slide viewers and projectors, VCR's, and audiocassette recorders for use by department personnel.

Division of Media Support Services
N. C. Department of Public Instruction
Raleigh, N. C. 27603-1712
Telephone: (919) 733-4008

MEDIA PRODUCTION SERVICES

PURPOSE:

The Division of Media Production Services produces informational and instructional materials for the Department of Public Instruction. It is responsive to the needs of that department, and undertakes special projects such as those related to effective teaching programs. The division is also responsible for staff development projects designed to aid state-level educators, and offers workshops, in-service training, and staff development sessions for personnel in local education agencies. The division also produces public relations materials as may be required.

PRODUCTS:

Artists, photographers, cinematographers and a producer, using modern equipment, generate superior, original productions including six major types of media. Multicolor overhead transparencies, unique graphics for use in displays and other media the division produces, black-and-white and color photographs, silent and sound-slide presentations, videotapes for closed-circuit and open-air broadcast, and 16mm films. Facilities may be used by staff for making their own thermofax or computer originated transparencies.

SERVICES:

The division's staff consults with educators on matters relating to media production objectives. Also, the staff may offer advice on budgeting, the selection of the appropriate medium to convey the message, preproduction planning, actual production, and the most effective use of the final product.

Division of Media Production Services
N. C. Department of Public Instruction
Raleigh, N. C. 27603-1712
Telephone: (919) 733-3193

SCHOOL MEDIA PROGRAM SERVICES

PURPOSE:

The Division of School Media Programs provides leadership in the development and implementation of effective school library/media programs in the public schools of North Carolina.

School Media Programs Coordinators in the eight Regional Education Centers are the liaison between school systems and all divisions in the Area of Educational Media and Technology Services.

SERVICES:

The division provides individualized consultation services and a variety of workshops to meet the specific needs of school systems. Consultant services focus on the following major program components: organizing and administering system-wide and individual school media programs; staffing patterns, personnel evaluation, and staff development; budgeting for effective program administration; developing and maintaining media collections; planning new facilities, renovations, and furniture arrangement; complying with accreditation standards of the Department of Public Instruction and the Southern Association of Colleges and Schools; and, planning for purchase and use of newer technologies.

Workshops for media professionals, administrators, and teachers cover topics such as planning and evaluating specific components of the media program, utilizing resources, integrating information skills into curricular areas, developing literature appreciation, and applying simple production techniques.

The staff develops and distributes to media coordinators a variety of publications containing suggestions for media program activities.

Division of School Media Programs
N. C. Department of Public Instruction
Raleigh, N. C. 27603-1712
Telephone: (919) 733-3193

Northeast Regional Education Center
P. O. Box 1028, Old Hayes Bldg.
Williamston, N. C. 27892
Telephone: (919) 792-5166

Southeast Regional Education Center
612 College St.
Jacksonville, N. C. 28540
Telephone: (919) 455-8100

Central Regional Education Center
P. O. Box 549
Knightdale, N. C. 27545
Telephone: (919) 266-9282

South Central Regional Education Center
P. O. Box 786
Carthage, N. C. 28327
Telephone: (919) 947-5871

North Central Regional Education Center
P. O. Box 21889
Greensboro, N. C. 27420-1889
Telephone: (919) 379-5764

Southwest Regional Education Center
2400 Hildebrand St.
Charlotte, N. C. 28216
Telephone: (704) 392-0378

Northwest Regional Education Center
303 E St.
North Wilkesboro, N. C. 28659
Telephone: (919) 667-2191

Western Regional Education Center
514 E. Marshall St.
Waynesville, N. C. 28786
Telephone: (704) 452-0363

TELEVISION SERVICES

PURPOSE:

The Division of Television Services provides the School Television programming service to the schools in North Carolina. Consultant and coordination services also provide assistance in the design, production, and use of television to other divisions and educational agencies.

SERVICES:

The division offers K-12 curricula-related instructional television (ITV) series/programs and teacher guides to support the BASIC EDUCATION PROGRAM, the STANDARD COURSE OF STUDY, and the TEACHER HANDBOOK. The service includes both ITV programs for classroom instruction and for staff development.

Three methods of program distribution are available to the schools: by broadcast over the statewide network by the UNC Center for Public Television (to be used either live or taped), on videocassettes provided by a commercial duplicating service under contract to the Department of Public Instruction, or by videocassettes loaned for duplication purposes by the Division of Media Support Services.

The Division of Television Services cooperates with the Instructional Services Area and the Staff Development division in identifying needs for ITV support and in designing and selecting programs to satisfy these needs. The division coordinates with the regional coordinators in the Division of School Media Programs to provide consultant services and workshops for schools on the best uses of these programs.

PUBLICATIONS:

Each year the Division distributes the major publication that gives the basic information about all the series being offered. Series descriptions, program titles, and the broadcast schedules, as well as information about how the schools can acquire videocassettes of the programs, are contained in THE SCHOOL TELEVISION CATALOG. The catalog includes the monthly calendar/broadcast schedule for teachers and media coordinators to use as they plan to integrate the ITV programs into their teaching each year.

Teachers' guides for all the K-12 ITV series are available for schools to purchase from the State Department of Public Instruction. Facilitators' and viewers' guides are also available to assist LEA personnel in using the staff development series for certification credit and/or professional growth.

Division of Television Services
N. C. Department of Public Instruction
Raleigh, N. C. 27603-1712
Telephone: (919) 733-3193

APPENDIX

annual report • evaluation inst
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Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
Amended February 2, 1961, June 27, 1967, and January 23, 1980,
by the ALA Council.

APPENDIX B

GENERAL CHARACTERISTICS FOR QUALITY LIBRARY AUTOMATION SOFTWARE

Check the perspective software against the following characteristics. A program that rates Yes for a majority of the items deserves attention.

DOCUMENTATION

____Well-written, understandable overview of program, as well as an explanation of each process
____Well-defined, clearly stated goals and objectives
____Indepth program description
____Appropriate instructions for users (accurate, reliable, well-written, easily understood, and step-by-step)
____Inclusion of examples, samples, worksheets, and program screens
____Accurate description of hardware needs (printers, modems, light pens, etc.)
____Quality documentation, free from grammatical and typographical errors

PROGRAM

Content
____Acceptable program development philosophy to meet library needs
____Evidence of knowledge and understanding of library procedures
____User-friendly approach
____Appropriate screen display and format for procedure
____Flexibility for data entry and retrieval (alpha numeric fields, sort fields, etc.)
____Ease of updating and editing
____Output to meet library needs in amount and types (ISBN, LC, equipment statistics, author, title, etc.)
____Security of data

Technical
____Acceptable amount of record storage for process
____Integration (initial data entry can be used over and over for different functions, as well as with complementary modules)
____Ability to upload to hard disk without rekeying
____Ability to network multiple machines with the software
____Clear and appropriate backup procedures
____Reliability of operation (error-trapping, file closing, etc.)

VENDOR SUPPORT

____Training available
____Tutorial and/or demonstration disk
____Preview policy
____Provision for list of users and a users' group
____Toll-free hotline number and technical support
____Product upgrades and warranty
____Availability of extra features

Educational Media and Technology Services
Department of Public Instruction
Raleigh, North Carolina 27603-1712

LIBRARY/MEDIA CENTER APPLICATIONS:

NECESSARY STEPS TO TAKE....

To implement microcomputer applications for the library/media center, the Necessary Steps to Take involve:

People and Activities

People Strategies:

1. Establish working relationships to coordinate planning and purchasing.
   Relationships with -
   - ~ building-level administrators
   - ~ faculty
   - ~ staff
   - ~ system-level administrators (especially those with media responsibilities)
2. Develop people network to share ideas, resources, and results.
   Networks with -
   - ~ building-level committee
     - . decide and implement school program based on defined needs and resources
   - ~ system-level committee
     - . share resources and tasks to be done
     - . assist with staff involvement and training

Activities Plan:

1. Read and review literature.
2. Identify the building-level committee.
3. Work with building-level administrators.
4. Contact SDPI-Raleigh and Regional Center for resource information.
5. Call and visit users--include the building-level committee.
6. Test the considered software on the specified hardware.
7. Formulate recommendations
   - ~ gather decision factors
   - ~ summarize information
   - ~ develop concrete recommendations based on rationale, utilization, ultimate time savings, and cost figures.

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August, 1986

APPENDIX D

LEA: _____
School: _____
ADM: _____ # Teachers: _____

MEDIA PROGRAM ASSESSMENT INSTRUMENT

Program

1. The principal

.. allocates _____ dollars per student to maintain the media program (materials/equipment) Yes ____ No ____

.. appoints a Media Advisory Committee Yes ____ No ____

.. serves on Media Advisory Committee Yes ____ No ____

.. regularly informs the Media Advisory Committee of the media budget Yes ____ No ____

.. encourages teachers and media personnel to work together to integrate information skills into content areas Yes ____ No ____

.. actively supports a strong school media program as defined in MEDIA PROGRAM RECOMMENDATIONS Yes ____ No ____

2. The school media coordinator

.. teaches a sequential information skills program based on LIBRARY/MEDIA and COMPUTER SKILLS portion of the TEACHER HANDBOOK Yes ____ No ____

.. provides a literary appreciation program Yes ____ No ____

.. plans with teachers for the correlation of information skills into curricular areas Yes ____ No ____

.. assists teachers in effective use of nonprint instructional media Yes ____ No ____

.. encourages the use of the media center by individuals, small groups and large groups according to need Yes ____ No ____

3. The student

.. is evaluated periodically to determine the degree of skills achievement Yes ____ No ____

.. is instructed on an individual basis as the need arises — Yes ____ No ____

.. is instructed in information skills as they relate to the curriculum — Yes ____ No ____

4. Schedules allow for students and teachers to use the media center at any time — Yes ____ No ____

Facilities

1. Provision is made for easy access by handicapped users — Yes ____ No ____

2. The media center is

.. convenient to most classrooms — Yes ____ No ____

.. accessible to shipping and receiving — Yes ____ No ____

.. equipped with adequate controls for:

lighting — Yes ____ No ____
heating — Yes ____ No ____
ventilation — Yes ____ No ____

.. adequately wired with sufficient outlets — Yes ____ No ____

.. 4-6 square feet per student — Yes ____ No ____

.. equipped to seat at least 45 students or 10% of student body -- whichever is larger — Yes ____ No ____

.. equipped with appropriate shelving for intended users — Yes ____ No ____

.. equipped with appropriate furniture for intended users — Yes ____ No ____

3. The media center provides

.. a TV distribution system reaching all teaching stations — Yes ____ No ____

4. Areas are available and clearly defined: (INDICATE "YES" or "NO")

circulation	____	storytelling	____
listening/viewing	____	conference	____
reference	____	office/workroom	____
reading/browsing	____	multipurpose room	____
production	____	equipment storage	____
professional collection	____	bulletion boards/displays	____
periodicals	____	computers	____

Resources/Budget

1. The Media Advisory Committee, prior to expending all available funds:

   .. determines schoolwide needs for media — Yes ____ No ____

   .. bases its recommendations on an approved selection policy — Yes ____ No ____

   .. bases its recommendations on the school's objectives and curriculum — Yes ____ No ____

2. Instructional media purchased from all funds are organized through the media center, regardless of their location in the school — Yes ____ No ____

3. Circulation policies ensure easy access to all materials and equipment — Yes ____ No ____

4. The media collection is kept up-to-date and in a state of good repair — Yes ____ No ____

5. The location of print and nonprint materials makes them equally accessible to students and teachers — Yes ____ No ____

6. The media center provides necessary equipment for use of available nonprint materials — Yes ____ No ____

7. The media center provides equipment for recording instructional television programs — Yes ____ No ____

8. A magazine index, geared to quantity of titles available and age-level of students, is available — Yes ____ No ____

9. Amount of funds spent last year for materials processed through the media center from Federal _____ State _____ and Local _____ sources

10. Amount of funds spent last year for equipment processed through the media center from Federal _____ Local _____ sources

11. The school media coordinator

    .. identifies and indexes resources not available in the school media collection--e.g., system-level collections, community resources, state resources — Yes ____ No ____

    .. assists teachers and students in obtaining these resources — Yes ____ No ____

    .. implements the recommendations of the Media Advisory Committee in expending all funds for instructional materials and equipment — Yes ____ No ____

.. conducts physical inventory of all holdings at least every two years Yes ____ No ____

.. maintains: (INDICATE "YES" or "NO")

current professional collection _____
up-to-date information file _____
up-to-date card catalog with print and nonprint cards interfiled _____
up-to-date community resource file _____
shelflist of all holdings _____

.. maintains and circulates the publications of the Educational Media and Technology Services area, SDPI: (INDICATE "YES" or "NO")

MEDIA PROGRAM RECOMMENDATIONS _____
MEDIA MATTERS (Newsletter) _____
Advisory Lists of Instructional Media _____
Special Bibliographies--e.g., Halley's Comet _____
STANDARD COURSE OF STUDY _____
TEACHER HANDBOOK, a competency-based curriculum _____
16mm Film Catalog-Professional In-service Education _____
MICRO MONITOR _____
School Television Catalog/Planning Book _____
School Television Schedules and Special Sheets _____
Teacher's Guides for School Television Series _____

Personnel

1. The school has:

Number

_____ media professional(s) Full time _____ Part time _____

Certified Yes ___ No ___

_____ media support personnel Full time _____ Part time _____

_____ adult volunteers

_____ student volunteers

System-Level Media Services

1. The school system has a certified media supervisor Yes ____ No ____

2. These services are available:

equipment repair	_____	professional materials	_____
AV equipment loan	_____	centralized processing	_____
16mm film/video collection	_____	production services	_____

3. System-level instructional television coordinator plans for use of instructional television with school media coordinators Yes ____ No ____

4. System-level media supervisor plans and implements staff development activities for school media personnel Yes ____ No ____

5. School media coordinators are involved in facilities planning for new and/or renovated media facilities Yes ____ No ____

6. School media coordinators are involved in the planning for use of federal funds Yes ____ No ____

Completed by: _____

Educational Media and Technology Services
Department of Public Instruction
Raleigh, North Carolina 27603-1712
August, 1986

A LOOK AT THE ROLES OF THE PRINCIPAL, MEDIA COORDINATOR, AND TEACHER

An integrated media program is the joint responsibility of the principal, media coordinator, and teachers. The principal as the recognized educational leader sets the pace; the media coordinator assumes the leadership for planning and implementing the media program; and the teacher has the responsibility for designing learning objectives. Ideally, the media coordinator, principal and teacher form an instructional team who plan together for student learning. Together this team:

- Shares the responsibility for determining when, where, how and with what materials each segment of the teaching and learning program will be implemented;
- Selects and plans for use of media;
- Determines which skills are to be taught, reinforced, or extended;
- Selects appropriate media to meet curricular needs.

The principal's primary role is in the area of leadership, support, and decision making. As an instructional leader, the principal:

- Sets the tone for the instructional program;
- Makes plans for implementing the program in the school;
- Involves each staff member in the media program;
- Encourages the media coordinator to become a member of the instructional team;
- Appoints a media advisory committee to establish priorities for the selection of equipment and materials to support the instructional program; and
- Provides budgetary information to the media advisory committee for the expenditure of federal, state, and local funds for the acquisition of materials and equipment

The teacher's role is to:

- Plan with the media coordinator to integrate media skills instruction into curricular areas;
- Devise the need and the opportunity for students to use the media center;
- Establish guidelines with students for the use of the center (length of visit, frequency of visit, purpose, kinds of materials to be used, behavior while using facilities, etc.); and

- Plan follow-up activities in the classroom for re-enforcement of media skills introduced by the media coordinator.

The media coordinator's role is to:

- Teach media skills based on the COMPETENCY GOALS AND PERFORMANCE INDICATORS;
- Plan with teachers to integrate media skills instruction into curricular areas;
- Assist teachers and students in using media based on ability, interests, curricular needs, and learning styles;
- Plan for staff development activities which encourage the use of media in instruction;
- Develop annual and long-range goals for a comprehensive school media program;
- Prepare, justify, and administer the media program budget based on curricular needs;
- Formulate schedules to accommodate the needs of students and teachers in small/large groups and/or individually;
- Evaluate the effect of the overall media program on teaching/learning;
- Plan and implement strategies for positive public relations;
- Coordinate the school's MEDIA ADVISORY COMMITTEE, involving administrator(s), teachers, students, and lay public; and
- Provide a variety of media resources, centrally cataloged, efficiently administered, and readily accessible.

Educational Media and Technology Services
Department of Public Instruction
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August, 1986

MEDIA COORDINATOR PERFORMANCE APPRAISAL INSTRUMENT

APPENDIX F

INSTRUCTIONS
1. The evaluator is to rate the media coordinator on a five-point scale as indicated below.
2. The evaluator is encouraged to add pertinent comments at the end of each major function.
3. The media coordinator is provided an opportunity to react to the evaluator's ratings and comments.
4. The evaluator and the media coordinator must discuss the results of the appraisal and any recommended action pertinent to it.
5. The media coordinator and the evaluator must sign the instrument in the assigned spaces.
6. The instrument must be filed in the media coordinator's personnel folder.

Media Coordinator Name_____

School_____

A. Major Function: Develops Goals and Upgrades Resources

	Rating Scale (Please Check)					
	Performs Unsatisfactorily	*Needs Improvement In Performance*	*Meets Performance Expectations*	*Exceeds Performance Expectations*	*Superior Performance*	*Not Applicable*
1. Develops annual and long-range goals for improving the school media program.	☐	☐	☐	☐	☐	☐
2. Uses standard selection tools and reviewing sources to evaluate and select all instructional materials.	☐	☐	☐	☐	☐	☐
3. Provides leadership in using newer technologies--e.g., school television or microcomputers.	☐	☐	☐	☐	☐	☐
4. Arranges media facility for most effective use.	☐	☐	☐	☐	☐	☐
5. Trains, supervises, and evaluates clerical/technical aides, volunteers, and student assistants.	☐	☐	☐	☐	☐	☐
6. Upgrades own professional knowledge and skills.	☐	☐	☐	☐	☐	☐

Comments_____

_____

7/29/83

Rating Scale
(Please Check)

Performs Unsatisfactorily	Needs Improvement In Performance	Meets Performance Expectations	Exceeds Performance Expectations	Superior Performance	Not Applicable

B. Major Function: Coordinates Resource Maintenance and Acquisitions

1. Conducts needs assessments and evaluations designed to improve media program. ☐☐☐☐☐☐

2. Organizes and provides leadership for the school's media advisory committee, involving administrators, teachers, students, and lay public. ☐☐☐☐☐☐

3. Coordinates the continuous assessment of the media collection, identifying strengths and weaknesses in order to select appropriate media. ☐☐☐☐☐☐

4. Selects resources within the framework of the selection policy adopted by the local board of education. ☐☐☐☐☐☐

5. Coordinates the acquisition process, including cataloging if required, and the maintenance of all media resources, including inventories as needed. ☐☐☐☐☐☐

6. Administers the media program budget. ☐☐☐☐☐☐

Comments _____

_____

C. Major Function: Coordinates Program Dissemination

1. Contributes as media coordinator to the development of annual objectives for the school. ☐☐☐☐☐☐

2. Plans with teachers to integrate media skills into subject area classroom instruction. ☐☐☐☐☐☐

Rating Scale
(Please Check)

	Performs Unsatisfactorily	Needs Improvement In Performance	Meets Performance Expectations	Exceeds Performance Expectations	Superior Performance	Not Applicable
3 Explains the school media program to school personnel.	☐	☐	☐	☐	☐	☐
4. Explains the school media program to the community and promotes positive public relations.	☐	☐	☐	☐	☐	☐
5. Offers a variety of instructional materials, equipment, and resource personnel to meet objectives.	☐	☐	☐	☐	☐	☐

Comments_____

_____

D. Major Function: Facilitates Access

1. Organizes operations and scheduling procedures that provide prompt and maximum access to resources for every student and teacher.	☐	☐	☐	☐	☐	☐
2. Provides specific information and resources in response to referenced requests.	☐	☐	☐	☐	☐	☐
3. Maintains good rapport with students and staff through written, oral, and individual communication.	☐	☐	☐	☐	☐	☐

Comments_____

_____

E. Major Function: Teaches Media Skills

1. Teaches media skills as outlined by the school's curriculum.	☐	☐	☐	☐	☐	☐
2. Uses a variety of appropriate instructional methods to enhance student learning.	☐	☐	☐	☐	☐	☐

Comments_____

_____

(Please Check)

Performs Unsatisfactorily	Needs Improvement In Performance	Meets Performance Expectations	Exceeds Performance Expectations	Superior Performance	Not Applicable

F. Major Function: Satisfies Administrative Needs

1.	Adheres to established laws, rules, and regulations.	☐	☐	☐	☐	☐	☐
2.	Performs non-media duties as assigned or as a need is perceived.	☐	☐	☐	☐	☐	☐
3.	Maintains accurate administrative records and makes reports promptly.	☐	☐	☐	☐	☐	☐

Comments_____

_____

Evaluator's Summary Comments_____

_____

_____

_____

Media Coordinator's Reactions to Evaluation_____

_____

_____

_____

_____
Evaluator's signature and date

_____
Media Coordinator's signature and date

Signature indicates that the written evaluation has been seen and discussed.

SAMPLE MEDIA SELECTION POLICY

I. RESPONSIBILITY FOR SELECTING MEDIA

In accordance with PUBLIC SCHOOL LAWS OF NORTH CAROLINA, General Statute 115C-98(b) "Local boards of education shall adopt written policies concerning the procedures to be followed in their local administrative units for the selection and procurement of supplementary textbooks, library books, periodicals, and other instructional materials needed for instructional purposes in the public schools of their units...," The _____ Board of Education delegates the responsibility for coordinating the selection of media and recommendations for purchase to the professional media personnel in the administrative unit.

Each school's Media Advisory Committee will assist the media personnel in the selection process. The Media Advisory Committee is appointed by the principal and chaired by the media coordinator. This committee includes teachers representing all subject areas and/or grade levels, students, and may include community representatives. Under the leadership of professional media personnel, this group sets priorities for media to be acquired based on school-wide objectives and on strengths and weaknesses in the existing collection. In determining priorities, the committee is informed of the budget allocated for purchasing media in order to make the wisest choices possible.

II. OBJECTIVES FOR SELECTING MEDIA

The primary objective of each school's media program is to enrich and support the instructional program of the school. The media program makes available, through the media collection, a wide range of materials on varying levels of difficulty with a diversity of appeal compatible with the different needs, interests, and viewpoints of students and teachers.

To this end, the _____ Board of Education in keeping with the ideas expressed in the LIBRARY BILL OF RIGHTS, asserts that the responsibility of the media program is as follows:

- to provide media that will enrich and support the curriculum, taking into consideration individual needs and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served
- to provide media that stimulates growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards
- to provide a background of information enabling students to make intelligent judgments in their daily lives

- to provide materials on opposing sides of controversial issues so that students may develop, under guidance, the practice of critical thinking and of critical analysis of all media

- to provide materials representative of the many religious, ethnic, and cultural groups in our nation and the contributions of these groups to our American heritage

- to place principle above personal opinion and reason above prejudice in selecting media of the highest quality in order to assure a comprehensive collection appropriate for the users of the media center

III. CRITERIA FOR SELECTING MEDIA

Individual learning styles, the curriculum, and the existing collection are given consideration in determining the needs for media in individual schools.

Media considered for purchase are judged on the basis of the following criteria:

PURPOSE--Overall purpose and its direct relationship to instructional objectives/curriculum

RELIABILITY--Accurate, authentic

TREATMENT--Clear, skillful, convincing, well organized, unbiased

TECHNICAL PRODUCTION--Audio and/or visual

CONSTRUCTION--Durable, manageable, attractive

SPECIAL FEATURES--Illustrations, photographs, maps, charts, graphs, guides, etc.

POSSIBLE USES--Individual, small group, large group, introduction, in-depth study

IV. PROCEDURES FOR SELECTING AND MAINTAINING THE MEDIA COLLECTION

In coordinating the selection of media, the media professional, assisted by the Media Advisory Committee, should:

- arrange (when possible) for firsthand examination of items to be purchased

- use reputable, unbiased, professionally prepared selection aids when firsthand examination of media is not possible

- judge gift items by standard selection criteria and, upon acceptance of such items, reserve the right to incorporate into the collection only those meeting these specified criteria

- purchase duplicates of extensively used media
- weed continuously from the collection worn, obsolete, and inoperable media
- purchase replacements for worn, damaged, or missing media basic to the collection
- evaluate carefully and purchase only to fill a specific need expensive sets of materials and items procured by subscription
- determine a procedure for preventive maintenance and repair of equipment
- establish a policy controlling sales persons' access to individual school personnel

V. PROCEDURES FOR RECONSIDERATION OF MATERIALS

Occasional objections to some materials may be voiced by the public despite the care taken in the selection process and despite the qualifications of persons selecting the materials.

If a complaint is made, the following procedures should be observed:

1. Inform the complainant of the selection procedures and make no commitments.

2. Invite the complainant to file his/her objections in writing and send him/her a copy of the form, REQUEST FOR THE RECONSIDERATION OF INSTRUCTIONAL MATERIALS, for submitting a formal complaint to the media review committee.

3. The special review committee will:

   - re-examine the challenged material
   - survey appraisals of the materials in professional reviewing sources
   - determine the extent the material supports the curriculum
   - weigh merits against alleged faults to form opinions based on the material as a whole and not on passages isolated from context
   - discuss the material and prepare a written recommendation to the superintendent and school board.

4. Final decision of the School Board shall be delivered to the complainant and affected staff members in writing.

Educational Media and Technology Services
Department of Public Instruction
Raleigh, North Carolina 27603-1712
August, 1986

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Name of person making request _____ Telephone _____

Address _____

Complainant represents: _____ himself/herself
_____ (name organization) _____
_____ (identify other group) _____

Name of school owning challenged material _____

Do you have a child in this school? _____ Grade _____

Title of item _____

Type of media: book, film, filmstrip, recording, etc. _____

Author/artist/composer/producer, etc. _____

Publisher/producer (if known) _____

How did you acquire this item? _____

_____

Did you read, view, or listen to the entire item? _____ If not, what parts?

_____

_____

Is this item part of a series or set? Yes _____; No _____. If yes, did you examine other items in the series or set? _____

What do you believe are the theme and purpose of this item? _____

_____

To what in the item do you object? (Please be specific: cite pages, frames, etc.)

_____

_____

_____

Is there anything good about this item? Yes _____; No _____. If yes, name three things. _____

_____

For what age group or grade level would you recommend this item? _____

What do you feel might be the result of a student's reading, viewing, or listening to this item? _____

_____

Are you aware of any evaluations of this item by authoritative sources?

Yes _____; No _____. If yes, did those sources agree with your opinion?

Yes _____; No _____. List the sources _____

_____

What would you like your school to do about this item?

_____ Not assign it to your child
_____ Not assign it to any child
_____ Make it available only to those who wish to use it
_____ Refer it to the Media Advisory Committee for reevaluation
_____ Withdraw it from the media collection
_____ Other (specify) _____

What would you suggest that the school purchase in lieu of this item? _____

_____

Why is your recommendation a better choice? _____

_____

Do you want other persons in the community to determine the kind of materials your child may or may not use in school? _____

Other comments:

_____
Signature of Complainant

_____
Date

Educational Media and Technology Services
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THE ROLE OF THE MEDIA ADVISORY COMMITTEE

RESPONSIBILITY FOR SELECTION OF MEDIA

The responsibility for the selection of instructional materials rests with the local school administrative unit as stated in PUBLIC SCHOOL LAWS OF NORTH CAROLINA, General Statute 115C-98(b), "Local boards of education shall adopt written policies concerning the procedures to be followed in their local administrative units for the selection and procurement of supplementary textbooks, library books, periodicals, and other instructional materials needed for instructional purposes in the public schools of their units. Supplementary books and other instructional materials shall neither displace nor be used to the exclusion of basic textbooks."

IMPORTANCE OF THE MEDIA ADVISORY COMMITTEE

School media personnel are responsible for coordinating the acquisition of media but cannot assume the total responsibility for selecting every item. It is important that teachers participate in choosing media for instructional purposes to ensure that all curricular and individual needs are met. Research shows that educators who select media for purchase are much more likely to use them in their classroom. All segments of the school should have input into the selection process through a Media Advisory Committee representing those segments.

MAKEUP OF THE COMMITTEE

The school principal should appoint the Media Advisory Committee and should include the school's head media coordinator as chairman, other professional media staff, at least one teacher representing each subject area and each grade level, one or more students, and parents. The principal of the school serves on the committee; the unit-level media director is a resource person.

DUTIES OF THE COMMITTEE

The Media Advisory Committee can serve in many ways to promote the overall media program and to encourage communication among the media staff, the administration, the teachers, and the community. The committee's overall responsibilities are to:

- participate in the development of the school's selection policy;
- assist with the selection of instructional materials and equipment;
- reevaluate challenged materials and make recommendations to the administration and the Board of Education;
- inform the faculty about changes in the selection policy, criteria for evaluating media, and procedures for handling complaints;

- ascertain that the media collection represents all curricular and individual needs;
- prepare a budget that reflects the needs of the collection;
- assist with maintaining an up-to-date collection through systematic weeding;
- encourage the integration of information skills into the study of other subjects;
- promote accessibility to the media center through flexible scheduling;
- initiate book fairs and other community activities which strengthen or promote the media program.

PROCEDURES THE COMMITTEE SHOULD FOLLOW IN THE SELECTION PROCESS

The Media Advisory Committee's primary responsibility is to select instructional materials. Members may develop systematic procedures to ensure the acquisition of media necessary for a well balanced collection. These procedures should enable the committee to:

- adapt and update the system-level selection policy to meet local needs;
- develop a form and establish procedures for reconsideration of challenged materials;
- assess scope, depth, and quality of the school's existing collection;
- solicit recommendations for purchase from other teachers and students;
- arrange for firsthand examination of materials if possible;
- identify materials for students with special needs;
- consult recommended selection tools including the Media Advisory Lists distributed by the Division of Media Evaluation Services;
- determine purchase priorities in light of available funds;
- communicate to all staff members school-wide priorities as recommended by the Media Advisory Committee.

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MAINTAINING A QUALITY MEDIA COLLECTION THROUGH SYSTEMATIC WEEDING

A prerequisite for maintaining a quality, up-to-date collection of media is a thorough and complete evaluation of all materials and equipment in the collection. Weeding the school media collection by discarding materials and removing equipment no longer useful is a task as important as selecting new media of high quality. Although state, regional, and national media guidelines may define a minimum quantity of materials and equipment that should be included in schools, the quantities stipulated are intended to refer only to quality media.

POLICY

A written policy stating procedures for maintenance of a quality media collection should be developed for the school system under the leadership of professional media personnel and should be formally adopted by the local Board of Education. The policy, which may be adapted for individual schools, should contain criteria for evaluating and weeding the collection, and should state characteristics for identifying items to be permanently discarded.

The entire collection should be examined at least once a year to identify those materials which need to be discarded. However, the practice of continuously weeding materials throughout the year may be the most manageable, the most effective, and the least disruptive of services to students and teachers. At no time should the school's media center be closed for weeding or inventory.

MATERIALS

Worn and obsolete materials discourage students in their search for reliable information, encourage users to handle materials carelessly, and detract from the appearance of the school media collection. The school media program gives its best service when the materials are up-to-date and in good condition. Users should be able to rely upon the materials as being the best available.

Materials whose contents are partially outdated may have sections which remain useful, e.g., sections on history in encyclopedias and pictures having historical value. Such materials can be weeded from the media collection but may be offered to teachers who could use the relevant material successfully.

Items to Weed

Characteristics of materials to be discarded include the following:

- poor physical condition (yellowed, brittle, scratched, warped, torn, or otherwise marred for use)
- outdated format, e.g., fine print; unattractive visuals

- obsolete and/or inaccurate content

- inappropriate subject or treatment of the subject when considered in relation to the needs of the users

- mediocre or poor quality presentation of content (consider literary, audio, and visual qualities)

Procedures for Weeding and Recordkeeping

Procedures for disposal of weeded materials should be clearly established and followed. Some suggested procedures for this process are:

1. Work with a manageable group of materials and records at a time.

2. Remove and keep in order the materials to be discarded from the collection.

3. Write in pencil on the shelflist card for each item being discarded the word "Discard" and the date (month, year). Remove the card from the shelflist unless a duplicate item remains in the collection. If a duplicate remains in the collection, write the word "Discard" and the date on the shelflist card by the copy number of the item being discarded, and leave the card in the shelflist.

4. Keep in order the cards removed from the shelflist. These cards will be used later as guides to removing the author, title, and subject cards from the card catalog. They will also be used to give a correct inventory record.

5. Keep, by type of material and category, a running count of the items being discarded for which the shelflist cards continue to remain in the shelflist.

6. Stamp the materials "Discard." All materials weeded from the collection are permanently discarded according to the policy approved by the local Board of Education.

7. Itemize and record number(s) of materials discarded on appropriate inventory reports.

EQUIPMENT

It is important that each school media program provide for the systematic evaluation and weeding of educational equipment as well as materials. The program should also make provisions for keeping equipment in operating condition through preventive maintenance and repair. The written policy governing the disposition of educational equipment should clearly define procedures for disposal of equipment purchased with any funds, federal, state, or local, and should specify procedures for disposal through the State Department of Administration.

Equipment Trade-Ins

Should any public school system have used equipment which it desires to trade in, the system should contact the contractor listed for the type of equipment it desires to purchase and secure a written trade-in allowance. The public school system then should show on its requisition to the Division of Purchase and Contract for new equipment the make, model, and approximate age of equipment to be traded in, and the amount of trade-in offered for each item. The ultimate disposition of used equipment may be made by trade-in or by outright sale as may be deemed most advantageous by the Division of Purchase and Contract.

Equipment Sales

The Division of Purchase and Contract will sell educational equipment for school systems through its surplus property sales and will send the system a check for the amount of the sales.

School systems may also dispose of educational equipment by the same method any county property is sold, i.e., advertise in the courthouse and sell the equipment at public auction to the highest bidder. (See PURCHASING MANUAL, available from the Division of Purchase and Contract, Department of Administration, 116 West Jones Street, Raleigh, N. C. 27603-1712.)

Items to Weed

Equipment to be removed from the collection includes that which:

- is beyond repair
- would be impractical to repair, e.g., repairs would cost more than equipment is worth
- has outlived its usefulness
- has been replaced by more effective and/or convenient equipment

Procedures for Recordkeeping

- Write the date (month and year) and the method of disposal on the inventory card for each item of equipment withdrawn
- Record the same information on any duplicate copies of the inventory control card kept in other locations, e.g., the system-level repair center
- Remove from current inventory list and retain cards until information on them is no longer needed to substantiate inventory and financial reports

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ELIMINATE THE NON-ESSENTIAL: ACCESSIONING

Each media coordinator must free him/herself and any other media staff from non-productive tasks in order to invest that effort in functions more directly related to the teaching/learning process. Accessioning materials is one non-productive task which should be eliminated to allow more time for instructional program development. Questions frequently asked follow:

QUESTION Should I eliminate a practice that was in effect before I came here?

ANSWER "Because it has always been done that way" is not a reason. This line of thinking is responsible for many practices outliving their usefulness.

QUESTION How will I assign each item a unique identification?

ANSWER Each item has a unique identification without an accession number. Each item of material has a title and an author which distinguishes it from other items.

When the media collection contains duplicate copies of the same item, the copies are distinguished from each other by designating the second copy acquired as copy 2, the third as copy 3, etcetera.

QUESTION If I eliminate the accession numbering, how can I identify an item as the property of our school media center?

ANSWER Each item should be stamped with ownership identification making the accession number unnecessary for proof of ownership.

QUESTION How will I know the number of items that are in the collection if I eliminate accession numbers?

ANSWER Since items have been lost or discarded because they became worn, outdated, or inappropriate, the accession number does not indicate the number of items in a collection.

QUESTION If I eliminate accession numbers, how will I know the number of items added to the collection during the year?

ANSWER Keep a running count of the number of items as they are added to the collection. A card placed at the front of the shelflist can be used to record the date and the total number of items added to the collection on that date.

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SCHOOL MEDIA INVENTORY

WHY INVENTORY

- Helps assure more appropriate acquisitions by identifying weak areas or gaps in the collection
- Helps assess the extent to which students and teachers are provided a wide variety of resources suitable to different learning styles and curriculum areas
- Provides, at the state level, an overall picture of the development and status of media collections in the schools
- Assists the Division of School Media Programs in assessing the current status of media collections in the schools in order to interpret to the legislature the need for financial resources

WHEN TO INVENTORY

Under ordinary circumstances, once every two years is frequent enough to physically inventory each item of media. The inventory statistics can then be updated at the end of each subsequent year through regular methods of recordkeeping. (That is, by adding the number of items put into the collection and by subtracting the number of items removed from the collection during the year.) The number of items which have been stolen will be determined only when physical inventory is made.

Media equipment should be inventoried at the beginning and/or end of each school year. It may be convenient to check at the same time to be sure that each item is in operative condition. In any case, preventive maintenance should be conducted on each item periodically.

> *At no time should the school's media center be closed when school is in session. A media center which is closed while the school's teaching/learning activities continue is certainly not in the mainstream of the instructional program.*

HOW TO CONDUCT AN ON-GOING INVENTORY

- Use student assistants, parent volunteers, and/or media aides to inventory one section of materials at a time, spreading the inventory throughout the school year.

- Since each item of material owned by the school should be recorded on a shelflist card, the shelflist serves as the inventory control record. When a section of materials is inventoried, the shelflist card of each item not on the shelf or in circulation can be signaled with a special tab.

- At the end of the year when all the materials have been returned and placed in order, the tabbed shelflist cards are checked against the shelf to determine which items are missing or lost.

- One card for each item of equipment should be maintained in a file to serve as the equipment inventory control record and the record of repairs and preventive maintenance. The equipment inventory process may be divided into manageable units by dividing the school into sections. Many persons, including teachers to whom the equipment may be assigned, can be enlisted to assist in accounting for all items.

ANNUAL INVENTORY PROCEDURES

Recording Additions

- Prepare a 3 x 5 card for each type of material. Place the card in the shelflist drawer in front of the listing and record the number of items throughout the year.

  Exception: An inventory card for each type of material should be placed together at the beginning of the shelflist if a media center follows the practice of shelving all formats of materials together by subject.

- Each time items are added to the collection, enter on the proper card the number of items and the date added. At the end of the year, total the number of items added to the collection during that year.

Recording Withdrawals

- Prepare a second 3 x 5 card for each type of material to record the number of items withdrawn from the collection. "Withdrawn" here refers to those items that are permanently discarded and those items that are lost.

- Each time items are permanently discarded, record on the proper card the number of items and the date discarded.

- At the end of the year, total the number of items withdrawn (including lost) during the year.

. Use inventory statistics for the end of the previous year and add or subtract as appropriate to update the statistics. Use ANNUAL EDUCATIONAL MEDIA AND TECHNOLOGY REPORT to record all statistics.

The purpose of this guide is to suggest clear, concise procedures for obtaining a reasonably accurate inventory. It is a wise practice to limit the investment of time and energy directed toward this task in order to direct energies toward a greater priority--facilitating learning.

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SUPPLEMENTARY BOOKS ORGANIZATION

NOTE: Supplementary books, whether the textbook type or anthologies and single volumes of literature, should be organized as supplementary materials and not handled as adopted textbooks. School personnel have been known to use supplementary textbooks unlawfully in lieu of a basal adoption and should be mindful of G.S. 115C-98(b) of PUBLIC SCHOOL LAWS OF NORTH CAROLINA which states"...*Supplementary books and other instructional materials shall neither displace nor be used to the exclusion of basic textbooks*."

It is recommended that all educational materials owned by a school be organized through the school media center regardless of where they are used or housed and regardless of what funds were used to purchase them. Because the card catalog is an index to all media in the school, it is recommended that supplementary books be cataloged using the Dewey Decimal Classification System in accordance with all other forms of media. A uniform system of organizing all media not only facilitates their use within a single school but also facilitates sharing with other schools and libraries.

WEEDING

1. Remove all books in poor physical condition from existing collections before beginning any reorganizational process.

2. Remove all titles containing obsolete content, illustrations, etc., that lack appeal for students. Titles bearing old copyrights are prime candidates for removal, especially in the subject areas--e.g., social studies, science, mathematics, because content, concepts, emphases, and teaching strategies, among other things, change more rapidly in these areas than in others.

3. Retain series and/or single titles of books containing good literature, because books having true literary merit are ageless.

4. Involve teachers in the weeding process. Such involvement not only will familiarize the entire faculty with what supplementary books are available but also could lead them to identify small sections of books that might be salvaged for use in classrooms, even though the majority of the content is obsolete. Such sections might contain short biographical sketches of famous people, science activities, math exercises, pictures, etc., that could be used in learning activity packages or "contract assignments" for individualized instruction. School personnel should be aware of copyright guidelines when clipping sections of books for such use!

5. Discard all books weeded from the collection following the established procedures of the local administrative unit. It would be well to stamp "DISCARD" on the inside of each book.

ORGANIZING

Grouping

. Group books to be retained by subject area--e.g., social studies, science, literature. (At the secondary level the literature collection might contain multiple copies of such titles as THE SCARLET LETTER or MOBY DICK; at the elementary level, it might contain such titles as THE BEST OF CHILDREN'S LITERATURE SERIES.)

. Group books by series within each subject area.

. Pull single copies of individual titles and integrate them into the regular school media collection, classifying, cataloging, and processing them as any other book.

Classifying

. Classify books by the Dewey Decimal Classification System.

. Use only the ten main classes when books are general in nature--e.g., 810 American Literature, 500 Science.

. Use the 100 divisions and the 1000 sections only when books are specific enough in content to necessitate their use--e.g., 973.2 U. S. History - Colonial Period.

Cataloging

. Make a series card for each series of books.

. Make a single title card when all books in a series are the same title.

. Make an author card(s) for the series.

. Make a shelflist card for each series showing the number of titles on hand along with whatever other information the school may require--e.g., year purchased, funds used. (All cards for a series may be made at the same time. However, because of lack of cataloging time, it may be better to make all shelflist cards first, and then type other cards as time permits.)

Processing

. Affix a call number to the spine of each book.

. Use the term "Supplementary Books" or its abbreviated form above the Dewey number in the call number.

. Affix a pocket and a circulation card in books used frequently by individuals. A circulation card for the series may suffice if all copies in a series are used as a classroom set.

HOUSING

All materials should be as readily accessible to students and teachers as possible. Ideally, a section of shelving in the support area of the school media center should be reserved for supplementary textbooks; however, some facilities are inadequate and housing must be located outside the media center, preferably nearby. When locating outside the media center, a single book room is preferred to permanently locating the books by grade levels in classrooms. Such a practice encourages a possessive attitude on the part of some teachers and deprives others of books of varying difficulty levels to meet student needs. When teachers need books on a long-term basis, they may take them to their classrooms for the time needed and later return them to the central collection. When books are centrally located, teachers and/or students may use what they need at the appropriate time.

Books for secondary schools may be housed in the departments--e.g., English, social studies, etc., to improve accessibility. Regardless of where the books are located, the media center should have a record of all supplementary books the school owns, and the catalog cards should indicate their permanent location.

Books should be arranged on the shelves by Dewey number, thereby automatically grouping them by subject area.

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COMMUNITY RESOURCE FILE

The *COMMUNITY RESOURCE FILE* is another resource which assists the media program in extending learning opportunities beyond the school into the community. The file contains the names of people, places, and things which can greatly enrich the instructional program.

The development of a community resource file can be coordinated by system level personnel with participation by building-level media coordinators; thus eliminating unnecessary duplication of effort.

ORGANIZING THE COMMUNITY RESOURCE FILE

1. Gather basic information about community agencies, places, individuals, groups, and other resources which have a potential for enhancing instruction. Consult a variety of sources--e.g., directories, newspapers, existing files in other community agencies, parent/community surveys, and informal contacts with persons who know about a resource.

2. Develop subject headings which reflect identified resources as well as curricular needs.

3. Verify information, annually, by telephone or by letter.

4. Sample card file format

Example A: Card for Community Individuals

Name:
Address: Phone:
Area of Interest or Talent:
Availability:
Date:

Example B: Card for Community Organizations

Name of Organization:
Address: Phone:
Head of Organization:
Contact Person:
Type of Service:
Charges:
Hours:
Date Information Verified:

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MINIMUM AND DESIRABLE REQUIREMENTS FOR MAPS AND GLOBES

It is important in the selection of globes at grades four and above that the globe be up-to-date and include the most recent political divisions.

Maps should also be up-to-date, and should be spring mounted or stick/rod roll mounted.

The maps listed below as "highly desirable" should be readily available from the media center or storage area if the school cannot afford one for each classroom.

In each *K-3 classroom* there should be:

One globe
- readiness/beginner or other equivalent
- should not be cluttered with too much information that would confuse primary students

One United States map
- physical/political or political
- readiness/beginner or equivalent listing
- includes symbols and geographic features

One world map
- physical/political or political

In each *Grade 4 classroom* there should be:

One globe
- physical/political or one listed as appropriate for this level

One North Carolina map
- physical/political
- has most prominent cities and bodies of water

One United States map
- detailed physical/political

One world map (highly desirable)
- physical/political

In each *Grade 5 classroom* there should be:

One globe
- intermediate physical/political or other listing appropriate for this level

One United States map
- detailed physical/political

(*Grade 5 classroom* continued)

One North American regional map
. physical/political

One South American regional map
. physical/political

One world map (highly desirable)
. physical/political

In each *Grade 6 classroom* there should be:

One globe
. intermediate physical/political or appropriate listing

One regional map of Europe
. physical/political

One regional map of the Soviet Union
. physical/political

One world map (highly desirable)
. physical/political

In each *Grade 7 classroom* there should be:

One globe
. intermediate physical/political or appropriate listing

One regional map of Asia
. physical/political

One regional map of Africa
. physical/political

One world map (highly desirable)
. physical/political

One map of Oceania and Australia-New Zealand
. physical/political

In each *Grade 8 classroom* there should be:

One globe
. physical/political

One North Carolina map
. physical/political

One United States map
. physical/political

One world map (highly desirable)
. physical/political

(*Grade 8 classroom* continued)

United States history map series (highly desirable)
. select the series to fit the curriculum sequence at each grade level

In each *Grade 9 classroom* there should be:

Chart series
. select to fit course content

One United States map
. physical/political

One world map (highly desirable)
. physical/political

In each *HIGH SCHOOL WORLD STUDIES* classroom there should be:

One globe
. physical/political

One world map
. physical/political

World history map series
. select to fit course content

Chart series (highly desirable)
. select to fit course content

Regional land mass maps (highly desirable)
. select to fit course content such as cultures, area studies, etc.

In each *UNITED STATES HISTORY* classroom there should be:

One globe
. physical/political

One United States map
. physical/political

One world map
. physical/political

United States history map series
. select to fit course content

In each *HIGH SCHOOL ELECTIVE COURSE* classroom there should be:

Maps, gloves, charts appropriate to course content

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PLANNING FOR THE USE OF SCHOOL TELEVISION

When the school system decides to begin or to upgrade the utilization of School Television, indepth and comprehensive planning should take place to ensure its effective and efficient application to the total instructional program. Personnel at all levels in the school system are assigned specific responsibilities for formulating and implementing the plan.

Superintendent (or her/his designee)

- Schedules instructional television planning meetings for the system-level administrative staff and principals, which may involve the regional school media programs coordinator and staff members from the Division of Television Services and Division of Media Support Services
- Requests on-site technical surveys from the Division of Media Support Services to assure well-planned equipment and installation recommendations and cost projections
- Identifies funding sources and budgets funds for the necessary equipment and installations
- Develops a timetable for purchasing and installing reception and distribution systems in the schools

System-Level School Television Coordinator

- Plans and coordinates staff development sessions with principals, school media coordinators, and teachers to prepare for integrating instructional television into the school's curriculum
- Cooperates with the superintendent and school media coordinators to establish a comprehensive plan for the schools in the system
- Serves as liaison with the Division of Television Services, and shares information concerning School Television programs with the school media coordinators
- Orders necessary print materials from the Division of Television Services, i.e., teachers' guides to School Television series and THE SCHOOL TELEVISION CATALOG
- Disseminates the appropriate print and video materials to the school media coordinators

Principal

- Cooperates with the superintendent, system-level media coordinator, and the school media coordinator in the preparation of a comprehensive plan for the school

- Orders the equipment and materials needed to install a reception and distribution system, including the VHS recorders and television receivers in sufficient quantities to meet the schools' curricular needs and teacher demands

- Schedules workshops and/or conferences with the regional school media programs coordinator and consultant from the Division of Television Services to assist the school's faculty in planning for the integration of School Television programs into the school's curriculum

- Meets with the Media Advisory Committee to preview and select programs, and plans for their effective use in classrooms and media centers

- Approves orders for THE SCHOOL TELEVISION CATALOG and teachers' guides for the series

- Encourages and supports the teachers and media coordinators in the use of School Television

School Media Coordinator

- Contacts the system-level School Television coordinator for information and materials from the Division of Television Services

- Meets with the Media Advisory Committee to review and/or initiate plans for using instructional television and evaluates the use of television in the school

- Becomes familiar with all components of the reception/distribution system

- Conducts instructional television staff development activities for teachers

- Schedules taping of School Television programs responsive to teacher requests

- Catalogs and inventories all videocassettes and teachers' guides and erases cassettes when the school no longer has the rights to the programs

- Checks regularly the SCHOOL TELEVISION UPDATES and televised Bulletin Board broadcast by the UNC Center for Public Television for pertinent information about the School Television service

- Completes School Television utilization surveys as requested, and returns these to appropriate agencies

School Media Coordinator (Continued)

- Submits school orders for THE SCHOOL TELEVISION CATALOG and teachers' guides to the system-level School Television coordinator (if these materials are ordered from the system-level budget) and distributes the materials as received

Teacher

- Previews and selects instructional television programs according to subject area goals, and plans the integration of specific programs into particular study units
- Schedules programs on the calendar in THE SCHOOL TELEVISION CATALOG
- While referring to the teachers' guide for each program, plans methods for best using television programs so that each program is integrated into the classroom learning experience
- Views each program with the students to ensure complete integration of concepts presented with other content materials

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COMPUTER FACILITY PLANNING GUIDE

APPENDIX Q

"The special needs of a computer facility impact upon acceptance, use, teaching and learning. If teachers are required to use poorly designed computer facilities for instruction, they must modify their instruction to compensate for the effects of the design. For the students, poor design means they must twist, turn, and stretch in order to see the board, work with handouts and references, or even operate the computer. . . . Thoughtful advance planning assures that the classroom is systematically designed to promote both teaching and learning." (Sales, Educational Technology, May, 1985, p.7.)

The following guidelines are intended to give general directions and may not apply to every situation.

ROOM - SELECTION

1.	Rectangular room with no partitions or dividers	____	1.*
2.	Adequate space (40 square feet) for each anticipated workstation (Includes table, chair, and circulation area)	____	2.
3.	Central location in school for ease of use and acceptance by teachers	____	3.*
4.	Windowless room to prevent glare on video display	____	4.*
5.	Location away from highly visible, heavily traveled areas	____	5.*
6.	Restricted accessibility from outside entrance	____	6.*

ROOM - PREPARATION

1.	Security devices such as lock on door with unduplicated key, locks on windows, etc.	____	1.*
2.	Security system for room or building (optimum)	____	2.*
3.	Opaque window shades, blinds or curtains to reduce glare (Where windows cannot be eliminated)	____	3.
4.	Light-colored , low-gloss paint on walls to reduce reflected glare and reduce need for bright overhead lighting	____	4.
5.	Recessed or indirect overhead lighting to reduce glare	____	5.
6.	Indirect light levels of 40 to 50 foot-candles	____	6.
7.	Hardwood, vinyl, or anti-static carpeting on floors to avoid dust-producing concrete floors.	____	7.
8.	Electrical power supply on separate circuit from other areas and equipment (Furnaces, stoves, shop equipment, appliances with large power consumption rates can cause power fluctuations which may damage equipment, cause equipment malfunctions or destroy data.)	____	8.
9.	Three (at least) grounded recepticles within 4 ft. of each workstation	____	9.

10. Three (typically) amps of electrical power at each workstation with a maximum of 15 amps on any circuit ____ 10.
11. Line boosters or anti-surge protectors on computer outlets to prevent data loss, interrupted data transmissions, or damage to hardware ____ 11.
12. Master switch(s) to control power to workstations ____ 12.
13. Master switch to control lighting level for different instructional situations (Using only printed materials, viewing large-screen monitor, using computers, etc.) ____ 13.
14. Independent temperature control to provide a relatively stable temperature between 60° F and 80° F with no greater change than 15 degrees per hour ____ 14.
15. Dust filters on air vents ____ 15.
16. Dust covers on hardware to avoid dust collection in the circuitry ____ 16.
17. Relative humidity between 40% and 60% (High humidity promotes oxidation on disk driveheads and electrical connections.) ____ 17.
18. Acoustical treatment for noise control ____ 18.
19. No brittle, old ceiling tiles to fall on equipment or to produce tile dust that can enter hardware through vent slots or cooling screens ____ 19.

EQUIPMENT - LOCATION

(See Attachment A for sample room arrangements)

1. Computers away from devices which cause magnetic fields (Electric motors, audio speakers, television receivers, magnets, etc.) ____ 1.
2. Computers where sunlight will not strike the monitor screens and cause glare (Turning up brightness controls on monitors to compensate for glare reduces the life expectancy of the CRT.) ____ 2.
3. Hardware away from potential water damage (Leaking roofs, radiators, sinks, water fountains, etc.) ____ 3.
4. Hardware along eastern or northern walls where summer sun can not cause overheating ____ 4.
5. Printers away from along walls adjoining other classrooms because of the vibration and noise they produce ____ 5.
6. Arrangement for three work areas: ____ 6.
   - « Student workstations with sufficient space between rows to allow the teacher and others to move freely around the room
   - « Work area at rear or side of room for non-computer activities
   - « Teacher station with space which permits the use of an overhead projector and/or large screen monitor for easy class viewing
7. Keyboards for typing so that the user's elbow is bent at an angle between 80° and 120° while typing ____ 7.
8. Video screens at a comfortable distance away from eyes (about 17") ____ 8.
9. Center of video screen 10° - 20° below the horizontal of the user's eyes to prevent sore neck muscles by promoting good posture and reducing head movement when referring between screen and printed material. ____ 9.

10.	Equipment, which is used most frequently, in the central field of vision (60° arc) and within short reach (2"-4" from front edge of table)	____	10.
11.	Video screens in a position to avoid distracting others	____	11.

FURNITURE - TABLES (See Attachment B)

1.	Adjustable legs to suit size and personal preference of individual users and promote good posture	____	1.
2.	Storage shelf for tables (Optional)	____	2.
3.	Space to accommodate two chairs comfortably (54") without interference from the table legs (36" minimum width)	____	3.
4.	Light-colored, no-glare finishes to reduce eyestrain caused by the contrast between the workstation surface and printed reference material	____	4.
5.	Sturdy; large enough to support computer system and student materials, as well as allow space for work	____	5.
6.	No casters to discharge static electricity	____	6.

FURNITURE - CHAIRS (See Attachment B)

1.	Adjustable for body and back height to maximize comfortable working position	____	1.
2.	Height to allow a knee-bend angle of 90°	____	2.

FURNITURE - MISCELLANEOUS

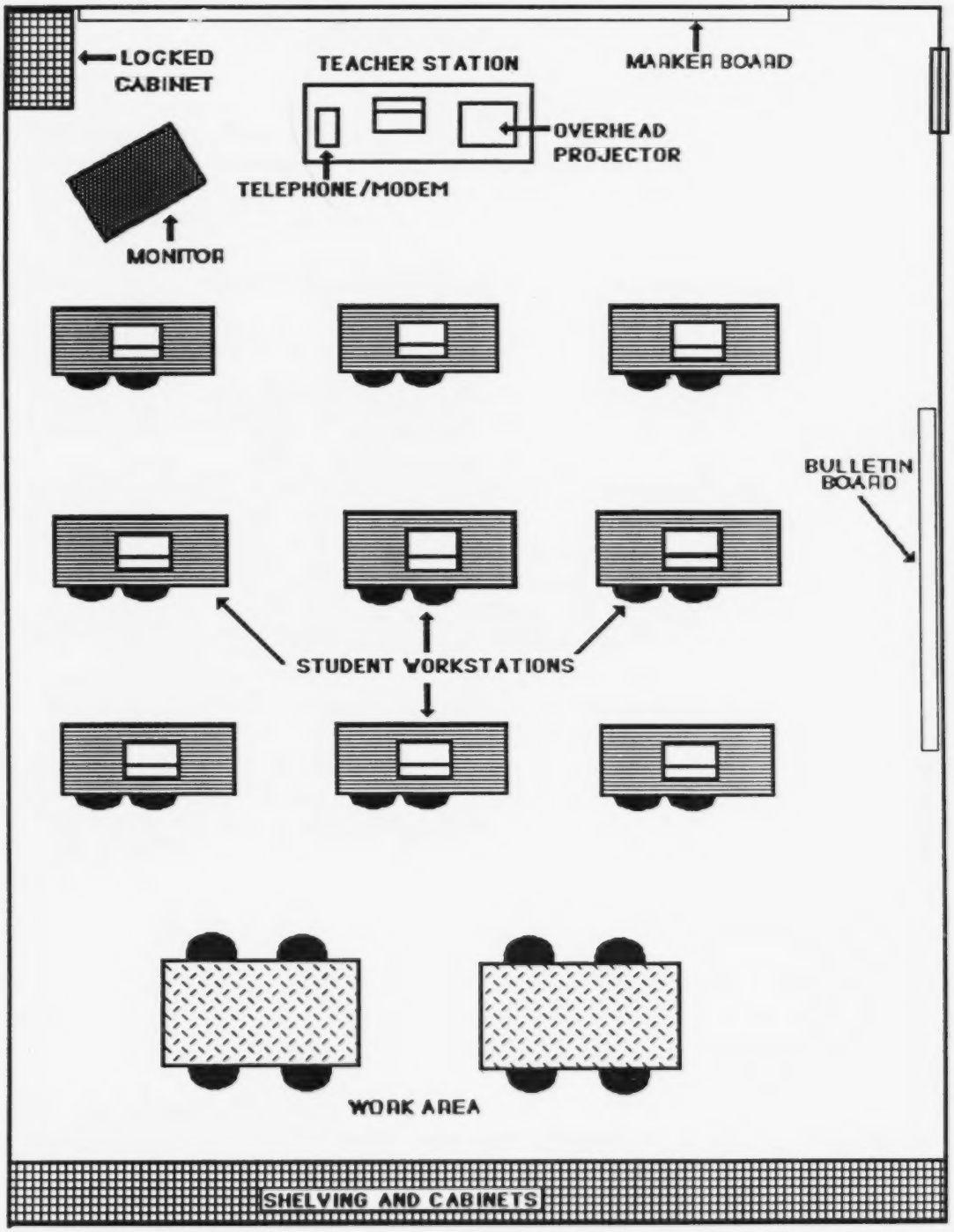
1.	Adequate shelving for reference books, software documentation, and texts	____	1.
2.	Storage for disks, printer paper, and equipment not in use	____	2.
3.	Some lockable storage space	____	3.
4.	Shelving and storage easily accessible without interrupting class	____	4.
5.	Bulletin board(s) near the computers for instructions and information	____	5.
6.	Marker boards, rather than chalkboards, to prevent dust	____	6.
7.	Storage for diskettes at temperatures between 50° F and 125° F	____	7.

EQUIPMENT - TELEPHONE

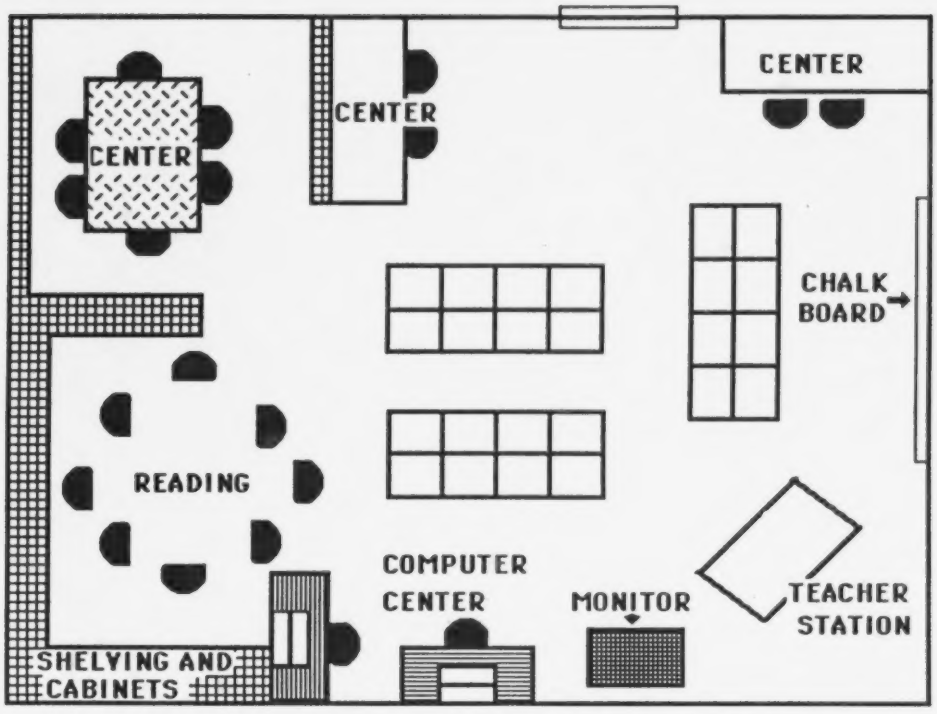
	Private/dedicated telephone line near teacher station	____	*

* **Specific for special computer facility or lab**

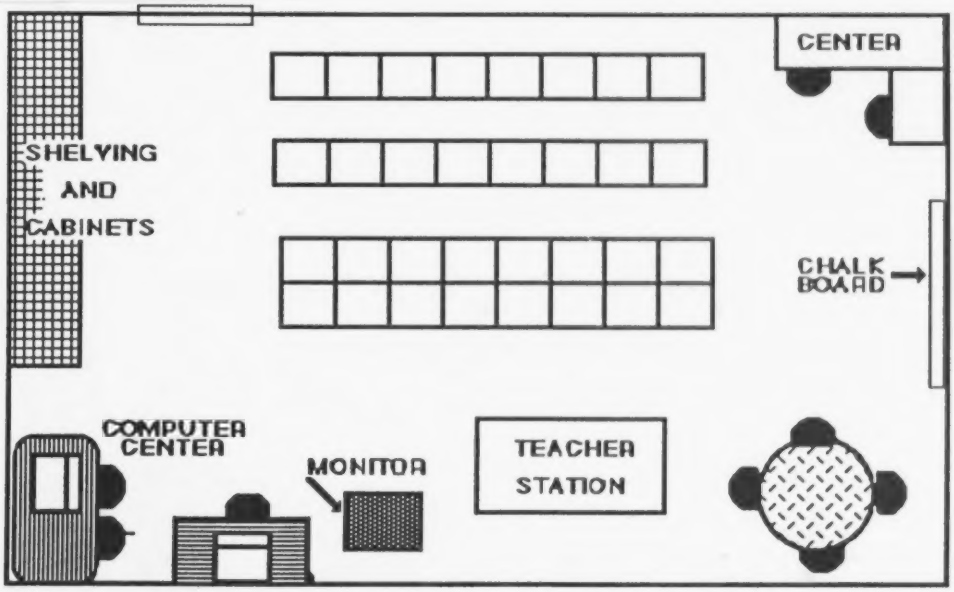
Attachment A



Floor plan A Computer Lab/Facility

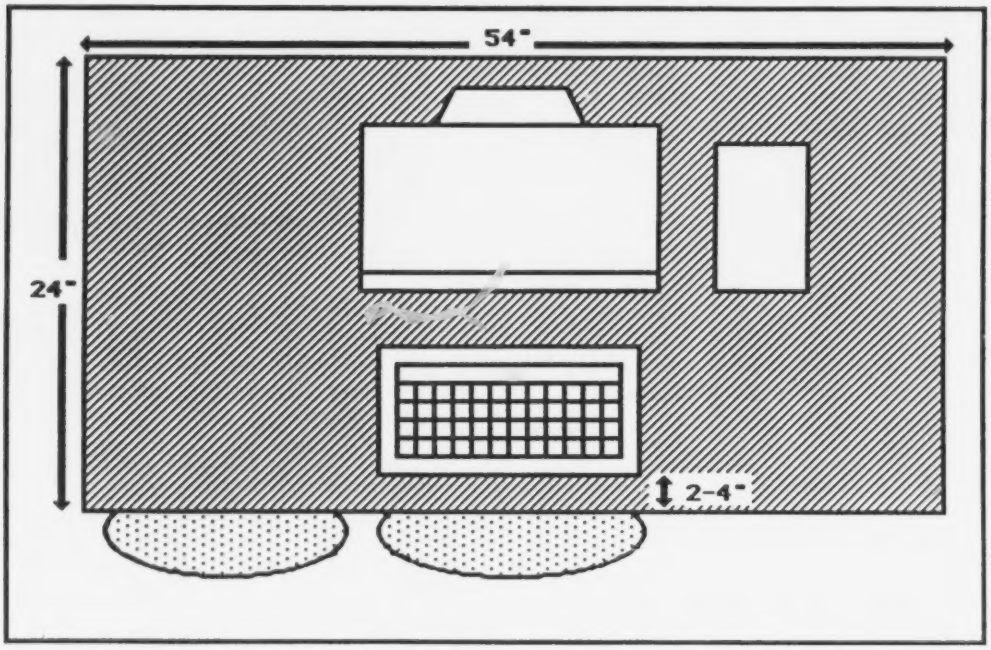


Floor plan B Primary/Elementary Classroom

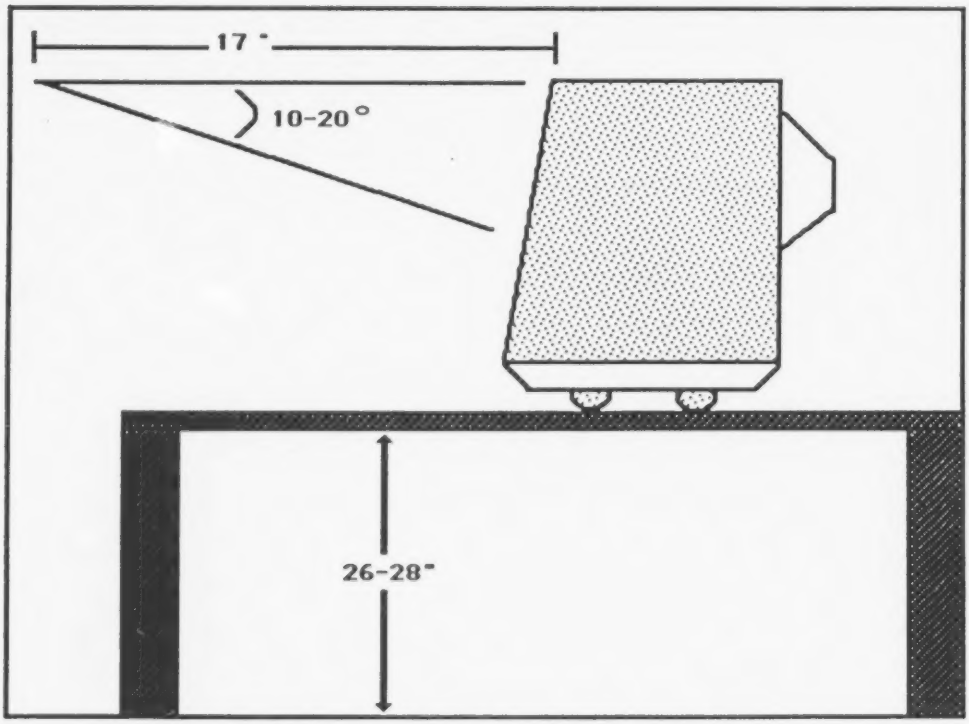


Floor plan C Elementary/Middle Grade Classroom

Attachment B



TOP-VIEW OF A TWO-PERSON COMPUTER WORKSTATION



SIDE-VIEW OF A COMPUTER WORKSTATION

TABLES (working surface)

GRADE LEVEL	HEIGHT	WIDTH	DEPTH
Elementary	22-26"	54-60"	24-36"
Middle	23-28"	54-60"	24-36"
High	26-28"	54-60"	24-36"

CHAIRS

GRADE LEVEL	HEIGHT
Elementary	11-15"
Middle	13-16"
High	16"

Educational Media and Technology Services
Department of Public Instruction
Raleigh, North Carolina 27603-1712
August, 1986

APPENDIX R

A CHECKLIST OF CONSIDERATIONS IN THE DESIGN OF A MEDIA CENTER

SCHOOL _____ DATE _____

I. General Facility Considerations

A. Location Considerations
____ 1. Convenient to instructional areas
____ 2. Convenient to outside entrance
____ 3. Capable of expansion
____ 4. Located on ground floor
____ 5. Easy accessibility to restrooms

B. Size Considerations
____ 1. Main use area: Number of students x 15% x 40 sq. ft. (recommended)
____ 2. Support area: 1700-2600 sq. ft. (recommended)

C. Functional Considerations
____ 1. Identifiable areas
____ 2. Traffic patterns
____ 3. Visual control
____ 4. Handicapped access
____ 5. Materials and equipment security

D. Environmental Considerations
____ 1. Proper lighting/light control
____ 2. Acoustical control
____ 3. Climate control

E. Technical Considerations
____ 1. Ample and accessible electrical service
____ 2. Adequate communication system

II. Specific Facility Considerations

A. Main Use Area
1. Shelving and storage
____ a. Arrangement for visual control
____ b. Shelving and storage of appropriate type and height
____ (1) Print
____ (2) Nonprint

2. Circulation
___ a. Near main entrance/exist
___ b. Convenient to administrative area
___ c. Near reserve book shelves
___ d. Provision for automated circulation
___ (1) Adequate electrical supply
___ (2) Appropriate furniture and equipment
___ e. Appropriate sized charging/circulation desk

3. Card Catalog
___ a. Near main entrance/exit
___ b. Easy accessibility to reference and stack areas
___ c. Appropriate size and type

4. Large Group Instruction
___ a. Visual control from this teaching station
___ b. Convenient light control
___ c. Electrical and television outlets
___ d. Appropriate furnishings
___ (1) Adequate number and sized tables and chairs
___ (2) Different types of tables arrangement flexibility

5. Reference
___ a. Easily accessible from main entrance/exit
___ b. Convenient to periodical storage
___ c. Away from activity areas
___ d. Accessible from administrative and circulation areas
___ e. Furnishings
___ (1) Furniture: appropriate for activities
___ (a) Information file
___ (b) Atlas/dictionary furniture
___ (2) Shelving: 10"-12" deep

6. Listening and Viewing
___ a. Near nonprint shelving
___ b. Adequate electrical supply
___ c. Independent light control
___ d. Several carrels and/or tables (appropriate height and size)

7. Story Sharing
___ a. Secluded
___ b. Visual control from teaching station
___ c. Independent light control
___ d. Adequate electrical supply
___ e. Television outlet
___ f. Picturebook storage units (primary/elementary level)

8. Leisure Reading
___ a. Away from quiet work areas
___ b. Near current magazine and newspaper display units
___ c. Comfortable, informal seating

9. Display and Exhibit Areas
___ a. Appropriate location
___ b. Appropriate size and height

B. Support Area

1. Administration and Planning

___ a. Near production/workroom
___ b. Easy access to circulation and reference areas
___ c. High visibility
___ d. Adequate electrical supply
___ e. Appropriate furniture storage and shelving (include coat closet for personnel)

2. Production/Workroom

___ a. Near administrative and main use areas
___ b. Near equipment storage
___ c. Independent light control
___ d. Adequate circuits to supply power
___ e. Headend for MATV/CCTV system
___ f. Sufficient counter top work area
___ g. Sufficient cabinets, cupboards, and tables
___ h. Hot and cold water/sink

3. Periodical Storage

___ a. Near reference and circulation
___ b. Adjustable shelving
___ c. Microform storage

4. Instructional Equipment Storage

___ a. Direct access to outside corridor
___ b. Near production/workroom
___ c. Adequate power supply
___ d. Security
___ (1) No windows
___ (2) Separate key system
___ e. Workbench
___ f. Appropriate storage units
___ g. Space for moveable carts

5. Conference/Small Group Activity Area

___ a. Visual supervision from main use area
___ b. Access from main use area
___ c. Independent light control
___ d. Adequate power supply
___ e. Chalkboard/screen
___ f. Appropriate seating and work areas
___ g. Moveable partitions for flexibility in use

6. Professional Area

___ a. Access from main use area and/or production/workroom
___ b. Access to outside corridor
___ c. Includes or adjacent to faculty lounge
___ d. Adequate power aupply
___ e. Shelving and storage
___ f. Counters, sink, and work tables

7. Supplementary Book Storage

___ a. Near or adjacent to media center
___ b. Direct access to outside corridor
___ c. Adjustable shelving

Educational Media and Technology Services
Department of Public Instruction
Raleigh, North Carolina 27608-1712
August, 1986

Media Matters

MEDIA & TECHNOLOGY SERVICES AREA
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

Special Edition — May 1985

This issue of Media Matters is especially important to the Educational Media and Technology Services Area because it helps introduce a major informational initiative - to help educators become better informed on the legal issues concerning copyright.

Copyright Implications for North Carolina Educators

Ambiguity in the copyright statutes and their application in educational media have plagued educators for several decades. Since 1790, when the first copyright law was written in the United States, until 1976, there have been only four revisions. Before the 1976 copyright law (P.L. 94-553), which became effective January 1, 1978, the 1909 law was the most recent revision. Few laws written have created as much confusion and have been subject to as much interpretation. Recent court cases have helped clarify some issues, but perhaps the most effective action to resolve the problem of copyright infringement versus the needs by educators to distribute information has come from the guidelines for fair use established by the Ad Hoc Committee on Copyright Law Revision. This group of publishers and media industry representatives negotiated a set of guidelines for educators with the intent of providing some limited opportunities to copy printed and published information. These guidelines have been incorporated into Title 17 of the United States Code, the chapter of federal law addressing copyright.

Many questions are yet unanswered. The following essays and articles are assembled to increase educator awareness of the legal issues consciously and/or unconsciously addressed in daily instructional activities. It is also our intent to help educators be able to perform daily teaching activities while remaining within the provisions of the copyright law.

Copyright Guidelines for Printed Matter

Since the 1960's when photocopying equipment began to be more sophisticated, many problems concerning copyright abuse have surfaced. This article will highlight certain aspects of the copyright law which relate to printed matter; however, since there is much written on the subject, it will be impossible to give as many illustrative examples as necessary to speak to every situation.

Certain kinds of documents may be copied without restriction. Published works which were never copyrighted, published works whose copyrights have expired, and U.S. Government publications (not to include works published by others who received U.S. Government grants or contracts) may be copied at the discretion of the user.

Reproduction of copyrighted material for educational and scholarly use is permitted for purposes of criticism, comment, news reporting, teaching (including multiple copies for class-

room use), scholarship, or research, and is not an infringement of copyright. It is the interpretation of fair use which is important and the following factors should be considered:

- The purpose of use, e.g. commercial vs. educational
- The nature of the copyrighted work
- The amount of the work copied in relation to the work as a whole
- The effect of the use on the potential market for or value of the work.

Guidelines for single copies for educators for scholarly research, use in teaching, or in preparing to teach include:

- A chapter from a book
- An article from a newspaper or periodical
- A short story, short essay or poem
- A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical or newspaper.

These guidelines also indicate the degree of brevity which is considered acceptable for multiple copies (one copy per student). Other fair use conditions which must be met include spontaneity and cumulative effect.

Spontaneity is copying at the instance and inspiration of the teacher. The time between the decision to use the work for maximum teaching effectiveness and the use of the material is so close that a reply to a permission request would not be received before use.

Cumulative effect refers to the maximum application of fair use that may be made over a period of time. In most cases, more than two or three uses is considered beyond the scope of fair use.

Any time that materials are copied, permission should be requested from the copyright holder, even if the materials copied fall under the fair use standard. If permission is later denied, the copied works can be destroyed. If approved, however, the user may keep the materials for as long as the permission is in effect.

Certain prohibitions include copying to create or replace anthologies, compilations, or collective works; copying "consumables" (workbooks, standardized tests, etc.); copying to substitute for purchase; copying directed by a higher authority; copying for repeated use; copying for profit.

Libraries/librarians must look at additional guidelines regarding photocopy and interlibrary arrangements. Systematic photocopying of copyrighted materials is prohibited, but interlibrary arrangements, which do not have the intent of making copies in such numbers as to substitute for purchase are permitted.

Photocopies may be placed on reserve in the library by a teacher as long as general copyright guidelines are followed. The reserve room is considered to be an extension of the classroom and standards apply to the reserve room as such.

Whenever a library offers copies either as self-service or staff-served, a notice must be displayed which states the copyright law as it pertains to photocopying and a notice must also appear on copying request forms as well as on the reproductions. The librarian and/or staff cannot knowingly assist a patron in making illegal copies.

Whenever the criteria for reproducing material cannot be met, then it is necessary to obtain written permission from the publisher. Permission to copy must include:

- Title, author and/or editor, and edition of materials to be duplicated

- Exact material to be used, giving amount, page numbers, chapters and, if possible, a photocopy of the material
- Number of copies to be made
- Use to be made of duplicated materials
- Form of distribution (classroom, newsletter, etc.)
- Whether or not the material is to be sold
- Type of reprint (ditto, photocopy, offset, typeset)

Copyright Guidelines for Use of Music Materials

Applications of copyright guidelines for printed matter do not fit as neatly in the area of music. Therefore, a special music section is addressed. The guidelines included here are not meant to limit the types of copying permitted under the standards of fair use and which are stated in Section 107 of the Copyright Revision Bill. There may be other instances in which copying, which does not fall within the guidelines stated below, may nonetheless be permitted under the criteria of fair use.

Permissible Uses:

- Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.
- (a) For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10 percent of the whole work. The number of copies shall not exceed one copy per pupil.
- (b) For academic purposes other than performance, a single copy of an entire performable unit (section, movement, aria, etc.) that is, (1) confirmed by the copyright proprietor to be out of print or (2) unavailable except in a larger work, may be made by or for a teacher solely for the purpose of his or her scholarly research or in preparation to teach a class.
- Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
- A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.
- A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

Prohibitions:

- Copying to create or replace or substitute for anthologies, compilations, or collective works.
- Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheet, and like material.
- Copying for the purpose of performance, except as mentioned above.

- o Copying for the purpose of substituting for the purpose of music, except as above.

- o Copying without inclusion of the copyright notice which appears on the printed copy.

Guidelines for Off-Air Recording

To discuss the copyright issue as it relates to recording television programs off air and retaining the programs on videotape, it is necessary to divide the television programs into two groups: School Television Programs and Non-School Television Programs.

School Television Programs:

All series airing on the School Television schedule have copyright clearance for the public schools in North Carolina. The State Department of Public Instruction negotiates broadcast rights, off-air recording rights, and, in some cases, videocassette duplication rights with the producers of the series. The copyright status appears on each series' factsheet in the catalog, SCHOOL TELEVISION TODAY. The series fall into one of two copyright categories:

Unlimited Use designates a series that is owned by the Department of Public Instruction; programs in the series may be taped off air and retained on tape for as long as the users want to use the series.

Designated Time Period Use designates a series that may be taped off-air and retained on tape for as long as that series airs on the School Television schedule. Broadcast and record rights are negotiated periodically; school personnel are notified when the tapes are to be erased.

In addition to off-air record rights, the Department of Public Instruction has purchased tape duplication rights for about ninety percent of the series airing on the School Television schedule. School may purchase programs on videotape from PCA Teleproductions; that information is in the catalog, SCHOOL TELEVISION TODAY.

Non-School Television Programs:

The North Carolina Department of Public Instruction has no copyright jurisdiction over programs not airing on the School Television schedule. There are many questions and many interpretations concerning the right of educational institutions to tape and use such programs. The copyright law did not address the question of off-air recording by instructional institutions. Instead, a committee composed of producers and users came to an agreement on guidelines for off-air recording of television broadcast for use in instructional activities. Even though the guidelines may never become part of the law, their acceptance by the Congressional Subcommittee and their inclusion as an official document of that Subcommittee will provide support in cases of suit for misuse. The guidelines are as follows:

- o Off-air recording guidelines apply only to non-profit educational institutions.

- o A broadcast may be recorded simultaneously with the broadcast transmission and retained for a period of 45 calendar days after the date of recording. Upon conclusion of the retention period, all off-air recordings must be erased or destroyed.

- o Off-air recordings may be used once by individual teachers in the course of relevant teaching activities. It may be repeated once and only once when instructional reinforcement is necessary in the classrooms and similar places

devoted to instruction within a single building, cluster or campus as well as in the homes of students during the first 10 school days of the retention period.

- Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No program may be recorded more than one time regardless of the number of times it is broadcast.
- A limited number of copies may be reproduced from each recording to meet the legitimate needs of teachers under these guidelines. Each such copy shall be subject to all provisions governing the original off-air recording.
- After the first ten consecutive school days, the only use that can be made of the recording is teacher evaluation. This evaluation is to be used to determine the likelihood of using of programs in the series or in purchasing a copy of the program.
- Off-air recordings need not be used in their entirety. The sequence of use must follow the order of the program and the recording may not be altered.
- All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
- Educational institutions are expected to establish procedures to maintain the integrity of these guidelines.

These guidelines have been recommended for inclusion in the copyright law, but they are not law at present. There are differing interpretations of the guidelines among educators, some more liberal than the interpretation stated here, some more conservative. The Media Advisory Committee organized in each school should establish school use policies that are in keeping with the copyright guidelines and the policies of the local Board of Education.

Guidelines for Microcomputer Software

The tremendous growth in the use of computers--particularly microcomputers in schools--in the decade of the 1980s has focused attention on copyright law as it pertains to microcomputer software. Unlike some areas affected by copyright law, microcomputer software copyright protection lacks case law precedent so interpretation of the law contains many unresolved issues. Educators, who are using microcomputer software, are becoming increasingly concerned about varying interpretations of the 1976 Copyright Act as applied to software and of a 1980 amendment to the Act which defines "computer program."

These interpretations range from possible court action to simple acknowledgement of the vague areas. Even though different sources vary in their interpretation, all agree that the court, when presented a software copyright infringement case, *would interpret the current law to provide for both fines and imprisonment.* Therefore, the vagueness of the law as it applies to microcomputer software and the lack of case law precedent should not be viewed by educators as a loophole to allow unauthorized copying of microcomputer programs. Unless Congress acts, ambiguity in software guidelines will increase the likelihood of a test case. There are only two permissible instances in making fair use copies of software:

- That such a copy is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other manner; and
- That such a copy is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful.

Two of the best sources of information on the copyright law as it pertains to microcomputer software are the International Council for Computers in Education (University of Oregon, Eugene, Oregon) and the International Communications Industries Association (Fairfax, Virginia). The ICCE has published two documents: a "Policy Statement on Network and Multiple Machine Software" and a "Suggested District Policy on Software Copyright." The ICIA has published a pamphlet entitled "Should I Copy Microsoftware." The following do's and don'ts are from this pamphlet. They serve as a good guide for educators seeking an interpretation of copyright law.

1. Don't make a copy unless you have the permission of the producer.

2. Be skeptical of those who say, "Go ahead and copy, nobody will ever know." Check with your school's attorney or get the written permission of your supervisor.

3. Don't believe anyone who says that the "Off-Air Guidelines" and the guidelines for books, periodicals, and music apply to microcomputer software. Computer software is very different and no copyright guidelines have been approved by national educator-publisher negotiating committees which created the other guidelines.

4. Do buy enough software to get your job done. Buying enough will relieve the temptation to make unauthorized copies.

5. Don't load one diskette into several machines without authorization from the producer.

6. When licenses are offered by producers, buy the licenses and adhere to the limitations in the licenses. Going beyond the terms of a license is as much a violation of the law as any other unauthorized copying.

7. Don't allow computer clubs to use school facilities unless they agree in writing to adhere to the Copyright Act. By letting them stay, you share the legal liability with the club should they be apprehended.

8. Have strict rules to restrict the use of any "archival copy." While the law allows one archival copy-it may not be used in the classroom. Do keep it in a restricted area out of reach of all users.

9. If you accept a preview or on-approval copy from a producer, distributor or dealer, be responsible for ensuring that no copies are made. The Copyright Law applies to previews just as it applies to software you have already purchased.

10. Don't authorize purchase of equipment specifically designed to break protection codes which are built into most software. Possession of such equipment, since its main use is to make unauthorized copies, may be used in court as evidence against you.

11. Do share with teachers, students and administrative personnel a statement reflecting your personal respect for the Copyright Law. Your leadership will inspire others to maintain ethical practices.

Impact Statement

In order to provide educators with a better understanding of the influence that the copyright guidelines play in individual work situations, we are addressing specific job situations with an impact statement. This impact statement addresses the responsibility of the professional educator to be knowledgeable of the law as it applies to that position and how it affects other persons (students, co-workers) influenced by that educator.

Teachers

For years, many teachers considered themselves to be immune from prosecution because of educator misinterpretations of "fair use" principles which

apply to copyright restrictions and also because publishers seemed unwilling to attempt prosecution of members of the education community. This attitude is changing, however, because of abuses by educators who are poorly informed about "fair use" and because advances in technology have made unauthorized duplication easier. Several recent court cases indicate an increasing willingness on the part of copyright holders to protect their interests. *The copyright laws allow restitution of up to $10,000 for each violation for which teachers can be held personally liable.*

Under fair use standards teachers are permitted to:

- Make a single copy of a short literary work for academic research, in teaching, or in preparation to teach a class.
- Make an overhead transparency from a workbook if not more than 10% of the workbook is used.
- Use recordings of student performances of a copyrighted work for evaluation and instruction.
- Make the maximum number of copies that are permitted by special arrangements with copyright holders. Licensing agreements in literary works, videotaping, and microcomputer software may supersede the copyright law.

On the other hand a teacher violates the copyright laws when he/she:

- Photocopies or duplicates pages from a consumable workbook.
- Photocopies or duplicates pages from a book or magazine for use in a learning activity without securing permission from the copyright holder and reuses the pages in later activities or recopies the same material for each new use.
- Makes non-emergency photocopies of music to use by students in performances or when emergency copies are not later replaced with purchased ones.
- Makes duplicates of copyrighted microcomputer software to avoid purchasing one copy for each microcomputer.
- Makes audiotapes from phonorecords.
- Reproduces or photocopies any copyrighted material without permission from the copyright holder where the primary purpose of duplication is to circumvent the need for purchase of the material.
- Makes a reproduction or photocopy of any kind which does not include the copyright notice.

Computer Coordinators

School computer coordinators are in a leadership position that exalts them as a model for their peer educators in the purchase and use of microcomputer software. They should assist educators in adhering to the copyright laws by encouraging and monitoring the purchase of a sufficient number of copies of a program so that illegal copying is unnecessary. They should stress planning procedures that would anticipate more accurately the number of program copies needed so special pricing agreements can be obtained.

As a role model, computer coordinators have a responsibility to deter the making of back-up copies unless permission to do so is clearly stated, to refrain from using unauthorized copies or unlocking or protection-breaker programs, and to discourage the use of newsletters, swap sessions, or electronic bulletin boards to exchange illegal copies of software or information on such copies.

The computer coordinator must provide the copyright leadership in the school system by being well informed and by informing others about the copyright laws as applied to computer software. *When teachers make illegal copies with*

the consent, assistance, or knowledge of the coordinator, the coordinator may be included in any litigation which may ensue from failing to provide proper guidance.

Media Coordinators

School Media Coordinators are in a unique position with regard to copyright. Because of the service nature of the position, uninformed teachers, students, and principals are subject to make requests for copies of instructional resources that exceed what is permitted by the fair use provision of the law and the subsequent guidelines.

The following steps should be taken by the media coordinator to meet the spirit of the law:

- Know the law and accompanying guidelines. Be proactive instead of reactive. Inform others about the services that can be provided and the limits imposed by the law.
- Provide adequate notification. Place signs in appropriate places--e.g., above copy machines and on video and audio tape recording equipment. A sample is provided with this newsletter.
- Initiate the formulation of system-wide policies that address copyright issues. Introduce or advertise these policies in faculty meetings, PTA meetings, and through newsletters.

Refusing to assist someone in making illegal copies may require skillful interaction on the part of the media coordinator. Modeling appropriate behavior may convey the most effective message. *A media coordinator may be included in litigation to the extent that he/she assists other educators in obtaining illegal copies.*

Principals

The principal's attitude in proper application of the copyright law is crucial to the school attitude towards compliance. He must be knowledgeable of the law and current developments in the law and must provide opportunities for all personnel within the school to be aware of the legal issues.

It is suggested that principals provide the following guidance for the school staff by:

- Setting a good example of compliance and insisting that teachers do likewise.
- Encouraging the development of school board policies on copyright.
- Arranging staff development on current copyright issues and addressing the special areas of copyright with those to whom it applies (i.e., music teachers, media coordinators).
- Encouraging the development of a reference collection of copyright articles, books, etc. in the professional library of the school.
- Developing a process for obtaining permission to reproduce materials.
- Purchasing materials in sufficient quantities to preclude the need for illegal copies.

Failure of principals to properly inform their staff of the legal ramifications of copyright violations may result in their inclusion in litigation from employee and student violations.

Superintendents & School Boards

At the district level, superintendents are responsible for developing policies which reinforce the fair use doctrines of the existing copyright law. Procedures for duplicating visual, printed, and auditory media as well as computer software should be incorporated into School Board Policies and disseminated to all district employees. Workshops & staff development on permissible and nonpermissible copying should be held regularly to keep all staff members current on new developments in the law.

Failure of the superintendent and school board to properly advise its employees and students of the rules governing fair use in copyright could result in their inclusion in litigation resulting from employee and student violations.

PRINCIPAL/LIBRARIAN: (USE TYPEWRITER)
RETAIN BLUE COPY FOR YOUR FILES.
FORWARD YELLOW AND WHITE (ORIGINAL)
COPIES TO YOUR SUPERINTENDENT
BY JUNE 15th EACH YEAR.

SUPERINTENDENT: PLEASE MAIL WHITE
COPIES TO DIVISION OF SCHOOL MEDIA
PROGRAMS, ROOM 252, EDUCATION
BUILDING, RALEIGH, NC 27611
BY JUNE 22nd EACH YEAR.

Year	Administrative Unit No.	School Code No.

☐ School/Name Enrollment _____

☐ System-Level Media Collection

DIRECTIONS: This report should include all BUILDING-LEVEL media owned by the school regardless of location. One report should be completed for EACH SCHOOL (or for each MEDIA CENTER if there are more than one) and one for each SYSTEM-LEVEL media collection. Column (1) of this report lists the items to be reported. Items footnoted are explained in the NOTES attached to this report. Columns (2) and (3) provide spaces to enter numbers of items added and withdrawn during the school year. Column (4) must be completed for each item on hand June 15th. (Do not include items on order.) If you have any questions in completing this report, please contact Carol Lewis, Director, Division of School Media Programs, Department of Public Instruction. Telephone: (919) 733-3193.

Annual Educational Media and Technology Report

I. SCHOOL-OWNED MATERIALS	ADDED	WITHDRAWN	TOTAL ON HAND
A. PRINTED AND PICTORIAL MATERIALS			
1. book, general [1]			
2. book, professional			
3. book, with recording [2]			
4. book, supplementary text [3]			
5. map [4]			
6. study print [5]			
7. art print [6]			
8. chart, instructional [7]			
9. periodical, general			
10. periodical, professional			
B. PROJECTED AND MAGNIFIED MATERIALS			
11. microfiche [8]			
12. microfilm [8]			
13. filmstrip, sound [9]			
14. slide set, silent [10]			
15. slide set, sound [11]			
16. overhead transparency [12]			
17. motion picture, 16mm [13]			

School Name _____

Administrative Unit No.	School Code No.

SCHOOL-OWNED MATERIALS	ADDED	WITHDRAWN	TOTAL ON HAND
C. AUDIO AND VIDEO RECORDINGS			
18. phono-recording [14]			
19. audiotape, cassette [14]			
20. videotape, cassette 3/4" U-Matic			
21. videotape, cassette 1/2" VHS			
22. videotape, cassette 1/2" Beta			
23. microcomputer courseware, cassette [15]			
24. microcomputer courseware, diskette [15]			
25. microcomputer courseware, cartridge			
D. KITS			
26. instructional kit [16]			
E. THREE DIMENSIONAL MATERIALS			
27. globe			
28. model [17]			
29. game, instructional [18]			

II. SCHOOL- OWNED EQUIPMENT

A. AUDIO DEVICES			
30. audiotape recorder, cassette			
31. audiotape player, cassette			
32. record player			
33. audiotape duplicator			
34. radio, AM and/or FM			
35. listening center/jackbox			
36. earphone			
37. public address system (portable)			

School Name _____

Administrative Unit No.	School Code No.

SCHOOL-OWNED EQUIPMENT	ADDED	WITHDRAWN	TOTAL ON HAND
B. VIDEO DEVICES			
38. videotape recorder, 1/2" VHS			
39. videotape recorder, 1/2" Betamax			
40. videotape recorder, 3/4" U-Matic			
41. videoplayer, 1/2" VHS			
42. videoplayer, 1/2" Betamax			
43. videoplayer, 3/4" U-Matic			
C. GRAPHICS AND PRODUCTION DEVICES			
44. duplicator, spirit and/or mimeograph [19]			
45. copier, thermal			
46. dry mount press			
47. laminator			
D. PHOTOGRAPHIC DEVICES			
48. camera, motion			
49. camera, still			
50. copystand			
51. darkroom, equipped			
E. PROJECTED AND MAGNIFIED DISPLAY DEVICES			
52. filmstrip projector, silent			
53. filmstrip projector, sound [20]			
54. filmstrip viewer, silent			
55. filmstrip viewer, sound			
56. slide projector [21]			
57. audioslide projector [22]			
58. slide viewer, sound			
59. overhead projector			
60. opaque projector			

School Name _____

Administrative Unit No.	School Code No.

SCHOOL-OWNED EQUIPMENT	ADDED	WITHDRAWN	TOTAL ON HAND
Projected and Magnified Display Devices (Continued)			
61. microform reader (fiche and/or film)			
62. microform reader/printer			
63. motion picture projector, 16mm			
64. screen, wall and/or tripod			

F. SELF CONTAINED LEARNING STATIONS			
65. student carrel, unwired			
66. student carrel, wired			

G. TELEVISION			
67. television camera			
68. television set, color			

69. television studio Yes ____ No ____

70. Is your school able to receive UNC-TV broadcast? Yes ____ No ____

71. Does your school receive the UNC-TV broadcast via school antenna?
Yes ____ No ____

72. Is there distribution of the UNC-TV broadcast to all classrooms and other learning areas in your school? Yes ____ No ____

73. Is the headend (control box) for this system located in the media center?
Yes ____ No ____

74. Do you have the capacity to play video recordings through this system?
Yes ____ No ____

School Name _____

Administrative Unit No.	School Code No.

PLEASE LIST ALL MICROCOMPUTERS IN SCHOOL

SCHOOL-OWNED EQUIPMENT	ADDED	WITHDRAWN	TOTAL ON HAND
H. MICROCOMPUTERS[23]			
APPLE			
1. Apple II Plus			
2. Apple IIe			
3. Apple IIe enhanced			
4. Apple IIc			
5. Macintosh or Macintosh XL			
6. Apple III			
RADIO SHACK TRS-80			
7. Model 1000			
8. Model II or 12			
9. Model III			
10. Model 4 or 4D			
11. Model 100, 200, or 600			
12. Color Computer			
13. Other Tandy Models			
IBM			
14. PCjr			
15. PC			
16. PC XT			
17. PC AT			
COMMODORE			
18. Commodore 64			
19. Commodore 128			
OTHER[24]			
20. _____ Brand Name / Model Number			

School Name _____

Administrative Unit No.	School Code No.

PLEASE LIST ALL MICROCOMPUTERS IN SCHOOL

SCHOOL-OWNED EQUIPMENT	ADDED	WITHDRAWN	TOTAL ON HAND
I. PERIPHERALS[25]			
1. Disk Drive(s)			
2. Printer(s)			
3. Modem(s)			
4. Cassette Recorder(s)			
5. Hard Disk			
6. Other (specify) _____			
J. LOCATIONS[26]			
1. Media Center			
2. Office			
3. Classroom(s)			
4. Computer Lab			
5. Mobile			
6. Other Locations (specify) _____			
K. PRIMARY USE[27]			
1. Administrative			
2. Programming			
3. Computer Literacy			
4. CAI/CMI			
5. Other (word processing, data base, etc.) _____			

SIGNATURES:

_____ School Media Coordinator

_____ Date

_____ Principal

_____ Date

Educational Media and Technology Services
Department of Public Instruction
Raleigh, North Carolina 27611

Educational Media and Technology Services
N. C. Department of Public Instruction

EXPLANATORY NOTES
FOR USE IN COMPLETING
ANNUAL EDUCATIONAL MEDIA AND TECHNOLOGY REPORT

1. Book (General Collection) - Books in the general media collection including:

   - all books ordinarily classified as part of the media collection
   - all paperback books except those multiple copies used for intensive study of a given topic
   - up to three copies of nontextbook titles acquired under the former State supplementary textbook program but which, in the opinion of the media coordinator, would be appropriate for the general collection -- e.g., literature series
   - reference books.

2. Book with Recording - Book with phono-recording or audiotape component accompanying the text. Each book with recording is counted as one item.

3. Book (Supplementary) - Books including:

   - textbook types, even if housed in separate quarters
   - paperbacks in multiple copies for intensive study of a given topic
   - copies of nontextbook types in excess of those copies counted in the general collection.

4. Map - Report only wall-type maps that are displayed on a stand or mounted on rollers. Count each map in a series of maps.

5. Study Print - A picture bearing textual information prepared specifically for instructional purposes.

6. Art Print - Report reproductions of works of art that are of sufficient value to be considered permanent resources. (Unmounted prints of ephemeral worth should be treated as Information File material.)

7. Chart, Instructional - Report those mounted and unmounted charts considered to be permanent resources. They are usually displayed on special hanging racks or rollers.

8. Microfiche/Microfilm - Report total number of titles on microfiche and/or microfilm.

9. Filmstrip (Sound) - Filmstrip with phono-recording or audiotape component accompanying the visuals. Count each filmstrip with recording as one item, excepting those in kits. (Sound filmstrips are not kits.) Do not report silent filmstrips.

10. Slide Set (Silent) - Report the number of slide sets with neither an accompanying audio recording nor sound on the slide itself.

11. Slide Set (Sound) - Report the number of slide sets with accompanying audio explanation on tape or disc, or in sound-on-slide format.

12. Overhead Transparency - Report transparencies of permanent nature, counting the base and each acetate overlay used in a single presentation as one. Count as single transparencies those individual acetates which may be bound together but which are used separately -- e.g., report a set of 12 different maps as 12 transparencies.

13. Motion Picture (16mm) - Report only those owned by the school. Do not report films available from the system-level film collection. The system-level report will include this collection.

14. Phono-recording and Audiotape - Exclude those accompanying filmstrips, slides, and books, and those reported as parts of a kit.

15. Microcomputer Courseware - Report locally produced programs that have been catalogued and processed through the media center, as well as those commercially produced. Do not count backup copies.

16. Instructional Kit - A collection of subject-related materials (usually in more than one medium), sometimes listed as learning packages/system.

17. Model - A three-dimensional representation of a real thing, produced in the exact size of the original or on a smaller or larger scale; includes sculptural reproduction.

18. Game, Instructional - Report activity cards, flash cards, board games, and electronic devices such as pre-programmed learning aids.

19. Duplicator (Spirit and Mimeograph) - Report only those located in the production area of the media center.

20. Filmstrip Projector (Sound) - Report those single units with sound that project on a large screen for large group viewing.

21. Slide Projector (2"x2") - Report those accommodating a magazine or tray.

22. Audioslide Projector - Designed to accept standard 3 1/4" by 4" lantern slide frame with capability for recording sound on the audioslide.

23. Microcomputers - Report each stand-alone microcomputer consisting of at least a keyboard unit and a visual display device (monitor/receiver).

24. Other - Identify and report any brand of microcomputer that satisfies the definition in Explanatory Note #23, but is not listed in items 1-18. Record the brand name such as Atari and the model number such as 800.

25. Peripherals - Report the total number of each peripheral regardless of the particular microcomputer with which it is used. (Report, even if the peripheral is part of a self-contained unit -- e.g., disk drives in Radio Shack TRS-80, Model III.)

    For item I, 4., report cassette recorders not counted on page 2 under II, A, 32.

    For item I, 6., specify the type of peripheral -- e.g., voice synthesizer, memory expansion unit.

26. Locations - Report total number of microcomputers (regardless of type) as described and reported in part H., according to their primary location.

    For item J, 5., report as "mobile" those units that are moved periodically (daily, weekly, etc.) from one location to another.

27. Primary Use - Report the number of computers which are used 70% of the time for each application listed.

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